AN ATHLETIC PROGRAM

FOR

HIGH SCHOOL

AND COLLEGE WOMEN

HILLAS AND KNIGHTON

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An Athletic Program

for

High School and College Women

BY

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PREFACE

Too many teaching and coaching programs in Physical Education heretofore have stressed the varsity idea which is contrary to a modern democratic plan and made it possible for those already above average in ability to become stars, while the great majority have been neglected. We have a greater task than that if we are Physical Educators. "Maximum activity for maximum numbers" should be our aim. We owe to every fit girl (and boy) an opportunity to participate actively in some seasonal sport. We should encourage growing girls to select activities which can be used in their leisure time and through practice and instruction enable them to enjoy such activities to their utmost, not as passive spectators but as active participants. Both a teaching program and a coaching program are essential to secure the proper foundation and knowledge in athletics. They both have their place in an athletic school program and run parallel to each other.

This material has to do with the teaching program. It is concerned with progressive and lead-up games and the organization of such a program. It is not concerned with a coaching program in the final sport in which a student engages. If the teaching program is adequate then the coaching program can be a recreational one.

If we all taught in ideal situations we would probably not have much need of material for a teaching program. In such Utopia we would always have the exact number of players for a seasonal activity and those players could then play the game. But the situation which confronts most of us is far from ideal. Scarcely if ever do we have the exact number of participants for an athletic activity. Instead, the playing space is usually small, and the number of players large; so keeping these two factors in mind, we are attempting to present a progressive program, starting with simple games which emphasize individual skill and which lead to more progressive games and skills, and ultimately to the seasonal-activity

program which is offered. Such a program of activities should be related to the girls' after-school life and habits, should include every one in the activity, and should secure maximum participation of all.

If such a program is adequate, when a girl later has the opportunity to play on a team and play the game itself, she should have a fair knowledge of the fundamentals and, through lead-up games, interesting in themselves, have gained a fair knowledge of the important rules. Such a program should make it possible for every girl to enjoy some activity. The program should preface and parallel the game in mind, and through squad practice improve skill and technique in the various elements.

In general, all practice can best be carried on in small groups, resulting in more activity and also more opportunity for student leadership. In the game of basketball, often 30-35 players are placed on the court and allowed to play, there is usually no available space on the side lines or out of bounds territory for any remaining squads to practice. In the basketball program we suggest a few mass games therefore to take care of the entire group when the element of shooting is the principal object of the game, or when game situations can better be emphasized.

Unless a mass game keeps the majority active there is little excuse for it. For the purpose of teaching other elements in basketball which have nothing to do with shooting baskets, several games composed of smaller groups would be much more advantageous and should easily be organized at the same time. This of course applies to all seasonal games. Careful squad organization and careful choice of material are essential for any adequate athletic team game program.

Following the trend of modern Physical Education, we are attempting to give suggestions, achievement tests and material for a girls' athletic program in the Senior High School or College. The tendency now is to promote an athletic games program, but unless thought is given to the selection of games—unless each game contains elements leading up to a seasonal sport—unless the opportunity is given all individuals to learn the fundamental skills underlying the satisfactory playing of a seasonal sport—a games program has failed to obtain its highest objectives. Isolated games

will not solve the problem. A loosely organized games program with many people watching and waiting to play, and comparatively few participating has many disadvantages.

This book then presents an athletic program for girls, which leads to the highly organized seasonal games of Soccer, Hockey, Basketball, Baseball, Speed Ball and Field Ball.

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INTRODUCTION

The place of athletics in the modern physical education program is so well established and their value so distinctly appreciated that neither explanation nor elaboration is necessary here. The modern program has emphasized, for some time, those types of activities which have developed out of the rich heritage of the past, and are known as natural activities. There has been a resultant emphasis on the practice in, and perfection of, motor skills which are fundamental in these activities. The relation of the training in these fundamental skills to the whole broad program of athletics, the planning of the sequential program, the organization of groups in the teaching period, the place of competition and types of competitive groups, are all problems which confront the physical education teacher. The method and technique of teaching are a fine art, the tools for which have only recently been developed. Consequently, a contribution in this field, based upon the modern principles of education, is to be greatly valued.

Much of the teaching in athletics has been inadequate because of the lack of organization of the elements in the complete athletic program. The teacher who sees the class period in basketball as a part of a whole basketball program, who plans her organization in a way whereby each student may receive the maximum activity and at the same time an opportunity for developing the greatest possible skill, together with the opportunity for team work and leadership, is using athletics as an educational instrument.

Scientific research and method form the basis of the procedure outlined in this volume. The presentation of problems to students, the clear analysis of the technique which is set as the perfect example to the beginner, the resulting satisfaction in improvement and achievement which may be recorded objectively, the immediate use of perfected skill in the group activity, all these follow the fundamental, pedagogical principles of modern science and education.

The readiness and enthusiasm with which this program un-

doubtedly will be received by high school teachers is one indication of the need for such a book. Material, method and analysis are comprehensive and valuable for the experienced teacher as well as the novice in the profession. They will recognize in it the well organized, carefully planned, scientifically correct, and pedagogically sound procedure for one of the main activities of their whole program.

The group of games here outlined represents the major part of a high school athletic program. They are activities, which, because of their opportunity for team play, comradeship, and demand for skill, possess a decided appeal to the adolescent girl. Participation in vigorous, wholesome play is not only her privilege, it is her right.

There has long been a need for just such a book as this—method clearly defined, technique clearly analyzed, procedure defined, comprehensive program outlined. Miss Knighton and Miss Hillas, as leaders in the field of physical education, have made a distinct and unique contribution.

Mary E. Gross.

University of Washington
June, 1929.

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AN ATHLETIC PROGRAM FOR HIGH SCHOOL

CHAPTER I

THE TEACHING PROGRAM

An athletic program quite naturally divides itself into two phases: the teaching program, and the coaching program. The teaching program is concerned with those girls in High School or College who meet together in their regular Physical Education class period and have not adequate space to play on organized teams. The school course of study should also provide some opportunity for adequate instruction in these classes in various athletic activities. The coaching program usually considers those girls who elect an after-school activity and come to practice in the hope of making a place on a team. The following material is concerned only with the first phase.

If an athletic activity closely follows the seasons and is therefore a seasonal activity, our teaching programs should contain the following subdivisions. The organization for each subdivision can be small groups or squad organizations.

1. Progressive lead-up games
2. Technique
3. Relays
4. Skill Tests

In most Physical Education class periods the groups are large, so there is no opportunity to play Hockey, Basketball, or whatever game is being taught. When the group is sufficiently small and there is space to organize teams and keep the entire group active, a coaching program could carry on during the school period and combine some or all of the teaching program phases.

Our problem as teachers is usually one of organization and our aim is to provide maximum activity. If we confine ourselves to the planning of an adequate teaching program, all four phases, aforementioned, should be included in each season. Some lesson plans might provide only game situations, but the complete program would include all four headings. Through careful organization every one is kept active and we approach the realization of the slogan, "A game for every girl and every girl in a game."

PROGRESSIVE GAMES

Teaching material in games should aim to

1. Provide activity
2. Provide game situations
3. Present new and special technique in a logically progressive fashion.

An analysis by the group and the instructor of weak points shown through the playing of the games should naturally lead to practice in the needed technique given in carefully planned organization. For example, in a soccer program one squad might be playing Versatile soccer. The group and the instructor might see that it was difficult to put people "out" because the technique in dribbling was so weak. That would be the opportunity to insert squad practice in dribbling. If then the same group repeated the game it would be more critical of its ability and perhaps notice some improvement.

SQUAD PRACTICE

Group or squad practice can include all four phases of the teaching program. It deals with the organization of the group in games, practice in technique, relays or skill tests. There should be little delay or wasted time and if each squad has a leader, an individual receives instruction from her squad leader and also from the class instructor. It is simply a means of providing maximum activity and also graded activity for each squad member, allowing each squad to work independently.

RELAYS

There are 5 general types of relays, each of which has innumerable possibilities.

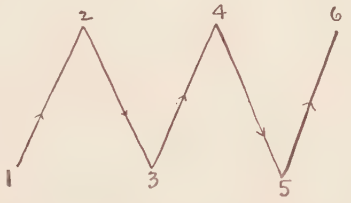
1. Shuttle relay
2. Ziz-zag relay
3. Partner relay
4. File relay
5. Circle relay

1. *Shuttle relay*

7 5 3 1——————2 4 6 8

The pattern made in this form gives the relay its name. Half a squad lines up in a file formation facing the other half. Number one passes to number two and takes her place at the end of the opposite file. This continues until each girl returns to her original place. Every stroke or bit of technique can be used in this fashion.

2. *Zigzag relay*



Half a squad lines up side by side facing the other half. Each player faces a space opposite her, not a person. Number one passes to number two and so on consecutively and the ball returns along the same path until it reaches number one again.

3. *Partner relay*

1 3 5 7
2 4 6 8

A double line is formed partners standing side by side. One girl passes to her partner and they continue alternating until they reach an established finish line. They may reverse the process

to the starting line or immediately return the ball to the second couple. All strokes or technical combinations are possible.

4. *File relay*

All dribble relays come under this classification. Players line up in file formation and number one dribbles the ball forward and returns it to number two. Again combinations are possible. A player may dribble forward and return the ball with any type of technique.

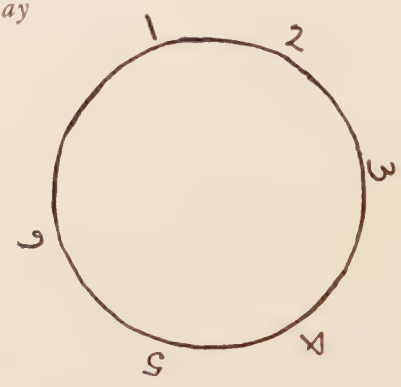
The baseball catch and throw relays come under this heading.

4
3
2
1
—

x

One leader faces her squad (which is in a file formation). After the ball is thrown to number one and returned, number one either steps aside or goes to the end of the file.

5. *Circle relay*



Again the pattern made by the ball and the players gives this relay its name. The ball is started at one place in the circle or at number one, who passes to number two and so on consecutively until the ball reaches number one again. The direction of the ball may be varied and all strokes or bits of technique may be used.

SKILL TESTS

It is not our purpose to discuss the merits or differences between motor ability and motor achievement. If we think of motor ability as native ability and that which an individual has apart from training it should be measurable and comparable to the I. Q. of an individual. While we in Physical Education are tremendously interested in applicable and graded motor ability tests we are also interested in individual and group improvement. Perhaps this is motor achievement. Perhaps native ability plus instruction is achievement. This book deals only with one type of achievement. It is concerned only with improvement shown after instruction. Such tests which can measure particular ability in technique we shall call skill tests.

The purpose of skill tests is to measure individual ability and through the results to promote interest in the activity. The interest acts as an incentive for the improvement of individual ability and perhaps creates a greater interest in the activity. If each athletic game has self-testing elements, we should first divide it into its various phases and give progressive tests under each phase. For purely suggestive purposes, we have selected and explained in later chapters only a few skill tests for each activity, but of course they are a few of many. As an example in Soccer, there are many elements such as Kicking, Dribbling, Throw In, Blocking, Trapping, Passing, Punting, Drop Kicking, Heading, etc., with many possible tests under each heading. But in the Soccer chapter only four fairly typical tests have been mentioned. From the legion of possible tests, the teacher in Physical Education must select those which are valuable and those which are pertinent to the immediate situation. If tests are given before an activity is taught and the same tests are repeated at the end of the seasonal period for the activity, the result is noted in terms of improvement.

We want first to discover through valid testing an individual's ability in a particular motor skill—then follow such testing by instruction and practice in that skill. If then the same test is repeated we know the amount of improvement each girl has gained.

We should set up criteria, however, in administering such tests.

I. Should measure that which it sets out to measure.
   a. To be valid it must be objective
   b. Personal opinion must not influence the score
   c. Scoring factors must be constant, *i.e.,* shooting baskets from foul line is good example
II. Should be simple to administer
   a. No needless equipment
   b. Possible for students to give them
III. Should be easy to score
IV. Should have the scores on scale so they may be charted
V. Should emphasize individual improvement between her two scores rather than any comparison between two individuals.

It is—

measurable
objective
personal influence does not influence score
scoring factor (basket) is constant

Such achievement tests do not exclude practice in technique or practice tests in each activity. When analysis by the group shows a felt need or desire for a particular type of technique, opportunity should be given to practice and improve that technique. For example, if the group or a squad is playing a mass game leading to Basketball, and there is a noticeable weakness in effective high loop passes, time should be taken then to instruct and practice high loop passes. A number of squads can practice at the same time helped by individual squad leaders, and supervised generally by the instructor. Practice in technique could be gained in teacher or corner formation, in relays of zigzag or shuttle formation, in perfecting those throws which make for high loop passes. A practice test might be: a high loop pass from one girl (a) to another (b) over the head of a third girl (c) who jumps to intercept.

While such practice is necessary, this type of a test is not objective and it is not on a sound self-testing basis. The thrower not only measures her ability to throw but she is measuring the ability of the end girl to catch the ball and the ability of the center girl to jump and intercept the ball. To be a valid test, the other factors should be stationary and constant. But such practice tests are invaluable in improving skill.

When the squad game is resumed, it is reasonable to expect some improvement in loop passing Such procedure applies to each new skill taught and therefore the technique tests as well as other practice should parallel the new skill to be learned. The skill tests, however, precede and succeed each new seasonal game and measure the improvement gained after instruction and practice.

If test scores then are worth anything, we can compare two or more groups or a present group with a group of a previous year and by means of the results check ourselves and question ourselves on our method of teaching.

Instead of an adequate and active program how many times have you seen this situation? Beginners are placed on the gymnasium floor, the whistle is blown, and they believe they are playing Basketball. They do not know what to do, they lack skill, and consequently at the end of their playing time they come off the floor, discouraged and cold. Perhaps they practice shooting, but they know little else to do. And this is equally true of other sports. The usual program does not equip the girl with any new skills or any promise that the activity can be of interest to her.

In our present overcrowded teaching situations, seasonal activities do not primarily belong to the instructional period. In this period, however, we should attempt to teach progressive games and skills which lead to, and make for a better and more enjoyable performance in the seasonal activity offered in the *out*-of-school time. A girl cannot fully enjoy an activity nor can she hope to secure maximum participation in it, unless she has a knowledge of its elements and has been given opportunity and help in practicing them.

If a class period is an activity period, it should include maximum activity for all. But maximum activity is impossible unless individuals have practice in the elements of the game, and that is

the core of the problem. There are usually, therefore, two main criticisms:

1. The activity does not include every one and for at least two-thirds of the time each girl is out waiting to play.
2. Even while she is playing, the girl is wasting her energy and having a more or less stupid time; because she has had no chance to practice the underlying and necessary skills and technique. In most instances there is a definite need for such practice and because of its omission an attending lack of skill.

CHAPTER II

SQUAD ORGANIZATION

When a new group comes into the gymnasium, it is reasonable to expect a great range of ability. If this is true why should the entire class attempt to develop the same skills and follow the same lesson plan? Some would necessarily be above a class average and be held back in their improvement, while others could never hope to attain the same degree of skill. The group can benefit more if it is divided into smaller groups, or squads, each of which has approximately the same degree of ability. Then instead of one lesson plan—each squad may be carrying on under a different lesson plan and individuals have the opportunity to improve more rapidly.

First, in order to facilitate matters—an instructor should arbitrarily divide the entire group into smaller groups or squads. These squads are formed solely for convenience in organization and are only tentative. The size of the class will determine the number of squads—6-10 in each squad is most satisfactory. The next point to consider is the administering of any kind of skill tests. We are all interested in group and individual improvement and the present squads make such type of testing more simple. For this purpose of checking and recording on improvement, carefully chosen tests should be given before a seasonal activity is taught and repeated at the close of the season. Have a temporary leader elected for each squad and explain to these leaders the skill tests which are to be given. If we can imagine for sake of convenience a group which is divided into four squads and where four tests are to be given, it should not take more than ten minutes a day for four days to complete the tests. Each squad can try a different test each day and the leader can help to administer the test, score each individual in her squad, including herself, and take her squad roll.

Squad Organization Showing Each Group Playing a Different Game Which Leads Up to Baseball

When the test scores are recorded—the results can determine a permanent squad division. Again the size of the class will determine the number of squads. Those who place in the top squad must make scores within a certain range and so on. So after tests are taken and recorded, a class can be classified into a workable number of squads and carry on independently. Each girl through this division is working in a group of 6-10 other girls of about her ability. She is neither retarded nor pushed if the tests used have been chosen with care.

After the squads have been formed as a result of test scores, a leader's squad can be organized from those having the highest ability. These leaders can meet with the instructor (a special session after class—or a short session during a class session) who teaches new technique or new games to them and appoints them as leaders of specific squads. Each squad leader may have a different lesson plan which has been constructed and taught her by the instructor. The top squad will be continually improving its own ability and should, therefore, continually be superior to the poorest squad. The suggested games in the following material can be used as squad games, can be used in competition between squads, or may even occasionally be used for mass participation by the entire group. In this latter use, however (mass participation), in order to secure as even competition as possible, if squads one and four (presupposing a division of four squads) oppose squads two and three, the outcome is less obvious and the competition more keen.

If each new activity is reorganized in this way it will be possible for an individual to move into the squad for which she has the ability. With new tests for each new activity a girl in the fourth squad in one activity will have every opportunity of placing in a higher squad in the next activity provided her ability warrants the change.

A Suggested Floor Plan Showing Squad Organization

Class of 48—6 squads—8 in each squad

Baseball

Squad 1—Target practice, throwing and catching relays.

Squad 2—Batting practice, bunting and directing hits.

Squad 3—Overtake.
Squad 4—Bunt ball.
Squad 5—Tennis baseball.
Squad 6—One base baseball.

Half of class period change to

Squad 1—Bunt ball.
Squad 2—Overtake.
Squad 3—Batting practice.
Squad 4—Target throwing.
Squad 5—Plays Squad.
Squad 6—Baseball (on as large a diamond as space allows).

Even though there are only 8 members in a squad when separate technique is being practiced, note that each squad is subdivided. Thus in 2 small groups of 4 each, each individual has the advantage of twice as much practice. If equipment or space make it possible it would be even better to divide again so that 2 girls practice together.

The diamond for the games must necessarily be made small but with only 4 people in the field it makes it possible for each girl to have some real responsibility and activity.

SUMMARY AND OUTLINE OF SQUAD ORGANIZATION

1. Divide class arbitrarily into squads of 6 to 10 each.
2. Have squads elect squad leaders.
3. Explain and demonstrate skill tests to squad leaders.
4. Spend not more than 10 minutes a day for 4 days for tests.
5. Reorganize squads, according to ability based on tests, so that individuals of each squad are of nearly equal ability.
6. Organize a leader's squad from those of the highest ability.
7. Plan a lesson for each squad leader to teach.
8. Have leader's meetings, if possible, outside of class hour; assign one leader to each squad, explain, demonstrate and teach each plan to the prospective leader.
9. The leader assumes general charge of her own squad while the instructor supervises. Each squad lesson plan may vary, depending upon squad ability.
10. If possible, include the entire group in a mass game at the beginning and repeat it at the end of the hour.
11. When a group game is played, provide opportunity for indi-

viduals to analyze the technique requiring improvement. When the group breaks up into squads, opportunity may be given for practice in this technique. The instructor has foreseen the obvious analysis and the squad leaders have been taught means of improving the weaknesses. If an opportunity is given to play the game again at the end of the hour, there should be some improvement noticed.

12. When a group game is played, one team should be given colored ribbons or arm bands, as much of the success of mass games depends on the ease with which players are able to pick out their team mates.
13. Combine squads only when the proposed game will give sufficient activity to every one. At other times depend upon squad organization.
14. Do not needlessly mark floor space for complicated and unrelated games.
15. Choice of teaching material depends upon size of playing space and the available equipment. For this reason and also because of range in ability, groups may conceivably be carrying on different activities at the same time.

CHAPTER III

PLAY DAY MATERIAL

Play Day Organization is squad organization on a larger scale. Many different activities go on at the same time—the number of activities depending, as in any squad organization, upon the floor space and the number of participants. The objectives for a Play Day differ from the usual class organization. On the one hand, in our school programs, we are interested in fitting our girls, through the right type of activities, so that they can better adjust themselves in social situations and so that they can make better use of their leisure time. While they are engaged in these activities we are interested in improving their skill. Play Days are similar in organization, but the aims of these days are mainly social ones. Instead of exploiting one team of experts (as is always true in inter-school varsity competitions) and rewarding only a few with any benefits that may arise from contact with another school—we can instead make it possible for the entire student body of one school to meet with the student body of another school solely for the joy of playing. There are naturally many types of Play Days; in all instances a given number of students meet together and it is possible for those of average ability to enjoy all the advantages so long denied them. Few Play Days are limited to games alone. Dancing, challenges, stunts, and other activities form some part of the program. Following are games suggestions which might be used in two extreme types. Many more games are suggested than can be used at any one time unless the Play Day confines itself only to games.

Type I

Situation: A City Play Day carried on entirely indoors in one large gymnasium with 108 children invited.

Organization:

6 activities going on at the same time
2 teams at each activity
9 members on each team or 18 players at each activity.

Suggested Games:

Basketball

Count passes—described under B. B.

Six passes and shoot—described under B. B.

Soccer

Spud soccer—described under Soccer

Versatile soccer—described under Soccer

Line soccer—Anderson

Side Kick—Frost and Cubberly

Baseball

Tennis Baseball—described under Baseball

Throw Baseball—described under Baseball

Hockey

Drive Dribble—described under Hockey

Type II

Situation: A country Play Day—entirely out of doors

300 participants

Organization:

10 activities going on at the same time

2 teams at each activity

15 members on a team or 30 players at each activity

Suggested Games:

Basketball

Circle goal ball—described under B. B.

Four forward shoot—described under B. B.

Soccer

Throw in soccer—described under Soccer

Block soccer—described under Soccer

Block kick soccer—described under Soccer

Line soccer—Anderson

Side Kick—Frost and Cubberly

Hockey

Bully game—described under Hockey

Field Ball and Speed Ball

Modified Field Ball—described under F & S B

Forward Pass Speed Ball—described under F & S B

Type III

There is still another type of organization, namely a Play Day which emphasizes one seasonal activity. The best examples of this are some of the successful Hockey Play Days throughout the country and the triangular Sports Days held by women students from California, Stanford, and Mills College. The following subdivisions suggest the various kinds of activities that can be going on at the same time in different groups.

We suggest

a. A Hockey Play Day in which four schools take part
   24 from each school, making a total of 96
   12 girls on each team
   8 teams
   2 teams (or 24) at each activity

When girls are assigned to a team by a color division, or any other means of dividing the entire number, it would be fairer and safer to be sure that a school Hockey goaler is a member of each team. Better team work will result, if one team is composed of units of school teams; that is, the forward line from one school, half backs from another, full backs and goaler from another.

Then

Group I	Group II	Group III	Group IV
2 teams 12 each	2 teams 12 each	2 teams 12 each	2 teams 12 each
Play Hockey. The extra girl on each team may act as linesman for a short period and take the place of some one on her team.	Play games leading up to Hockey, *i.e.*, 1. Drive dribble. 2. Bully game. 3. Games to teach tackling, described under Hockey chapter.	Partner Relays, *i.e.*, 1. Pass. 2. Dribble and pass. 3. Dribble, one girl drives back to next couple. 4. Pass, using a different stroke with each new relay.	Individual relays, *i.e.*, 1. Dribble. 2. Dribble and shoot. 3. Dribble around obstacle. 4. Dribble and scoop into basket. 5. Dribble and shoot for accuracy, using a different stroke with each new relay.

After a playing period of 10 minutes squads may rotate I to II, II to III, etc.

b. Then we suggest a Soccer Play Day which is organized within one school at the close of the Soccer Season. The activities emphasized should be those which have been taught in the school program. The final intra-mural game might be the last event. In this plan more stress can be put on form and the tests and technique which have been taught.

STUDENT BODY OF 400
(Everybody invited)

I	II	III	IV
Soccer Game Seniors *vs.* Sophs. Students help line, and help officiate.	*Relays* Seniors *vs.* Sophs. *Partner relays,* emphasizing particular technique which has been taught, *i.e.,* 1. Dribble and pass to partner. 2. Push pass to R., kick to L. 3. Kick to left, loft to right.	*Soccer Game* Fresh. *vs.* Juniors. Students help line and officiate.	*Relays* Fresh. *vs.* Juniors. *Individual relays,* emphasizing particular technique which has been taught, *i.e.,* 1. Dribble and kick. 2. Dribble and loft. 3. Throw in and dribble.
V	VI	VII	VIII
Progressive Games Seniors *vs.* Juniors *i.e.,* 1. Throw In Soccer. 2. Tag Soccer. 3. Versatile Soccer.	*Progressive Games* Fresh. *vs.* Juniors *i.e.,* 1. Drive Soccer. 2. Side Kick. 3. Block It.	*Tests* Seniors *vs.* Juniors *i.e.,* 1. Loft into basket. 2. Dribble and drive for accuracy. 3. Partner pass for speed.	*Tests* Fresh. *vs.* Sophs. *i.e.,* 1. Throw in for accuracy. 2. Dribble for speed. 3. Drive for accuracy.

At the end of a ten-minute period all groups can be rotated and take part in a new activity and it makes possible for each group to play in a regulation game for that short time period before the Play Day is over. In groups II, III, IV, V, VI, VII and VIII any number of participants can be taken care of. Within each group many squads can be organized, depending on the number of girls who turn out.

If an intramural program of games has preceded this Play Day the deciding game or the last game on the schedule might close the day. The only concern should be that the players of the two teams should not take too active a part in the Play Day itself. They

could help organize the various groups and act as officials and assistants.

ATHLETIC PROGRAMS BY SEASONS

The present trend in Physical Education programs is to offer a variety of activities to meet individual needs. The course of study can suggest several seasonal activities and each girl, provided a physical examination shows her fitness, can select the activity she is interested in. There is always one danger to guard against, however. The plan should always set up sufficient restrictions, so that each girl at the end of her High School or College course, has fair proficiency in one team game and in one individual activity. The selection should not be so varied nor so wide that a girl tries everything only once and as a result has no appreciable skill in any one thing. Our check should come with each new year and in this manner our yearly course of study can offer a wide selection. We do not want our girls to become specialists in only one activity out of each season's group in a four years' course on the one hand, nor to be simply dabblers each year in something new. Intelligent supervision of each girl should be our interest and problem.

The following suggestions are types of athletic programs set up for different conditions:

Type I

Most ideal situation offering a wide selection.

Fall	Soccer Hockey Tennis Tennikoit Archery Quoits Golf	Choice of one for each girl	Large student body. Plenty of playing space. Adequate number of instructors in the Physical Education Department.
Winter ..	Basketball Hand Ball Bowling Volley Ball	Choice of one	

Spring ... { Baseball, Field Ball, Speed Ball, Tennis, Tennikoit, Archery, Quoits, Golf } ...Choice of one

Type II

One gymnasium.
One small field—average situation; only one seasonal activity can be set up at the same time.

Fall ..... { Soccer or Hockey (outdoors); Tennikoit (indoors) } ...Choice of one

Winter ..... { Basketball, Volley Ball, Hand Ball } ...Choice of one

Spring ..... { Baseball (outdoors) or Tennis; Tennikoit (indoors) } ...Choice of one

Type III

Cramped conditions—No available outdoor space—One gymnasium

Fall ..... { Hand Ball, Tennikoit, Soccer teaching program, Hockey teaching program } ...Choice of one

Winter ..... { Basketball, Volley Ball } ...Choice of one

Spring ..... { Baseball, Tennikoit } ...Choice of one

The following suggestions are types of athletic programs set up by months and definite situations:

Type I

City High School or College—300-400 girls in student body. All outdoor activity takes place on rented court or an Park property. Three instructors in department

September to Thanksgiving

2 times a week outdoors .... { Hockey / or / Soccer / or / Tennis } If a girl is physically able she may choose one activity.

Thanksgiving to January

2 times a week indoors ..... { Volley Ball / Hand Ball / Tennikoit } ...Choice of one.

January to April 15

1 time a week indoors ..... { Basketball / Hand Ball } The other period each week is given to other activities.

April 15 to end of school

2 times a week outdoors .... { Baseball / Tennis / Field Ball } ...Choice of one.

Type II

Three instructors—No available outdoor space.

September to Thanksgiving

2 times a week indoors ..... { Tennikoit and Tennis strokes / Hockey teaching program / Soccer teaching program } ...Choice of one

Thanksgiving to January

2 times a week indoors ..... { Volley Ball / Hand Ball / Tennikoit } ...Choice of one

January to April 15

1 time a week... { Basketball / Hand Ball } The other period each week is given to other activities.

April 15 to end of school

2 times a week { Baseball teaching program / Field Ball and Speed Ball teaching program / Tennis strokes } ...Choice of one

CHAPTER IV

SOCCER PROGRAM

SOCCER BIBLIOGRAPHY

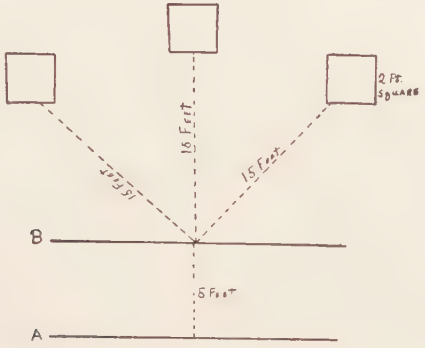
400 Games ..... Acker
An Athletic Program for Elementary Schools ..... Andersen
Field Hockey and Soccer for Women ..... Frost and Cubberly
Soccer Guide for Women ..... Spalding

Soccer is a comparatively recent game for girls, which is yearly becoming more popular. It is similar to the men's game except for the few changes necessary to safeguard the girl from bodily contact. Any changes in rules have been carefully considered solely as adaptations suited to sex differences but the spirit of the game remains the same, and if precautions are taken, the interest in a fast running, exhilarating game is evident. The game for women does not allow personal contact and that factor, plus the fact that girls and women may cross their arms on their chests to meet a ball, providing the ball is not given any impetus by an upward movement of the arms, offers sufficient protection. Careful instruction in technique and tactics should be the keynote for the teaching program.

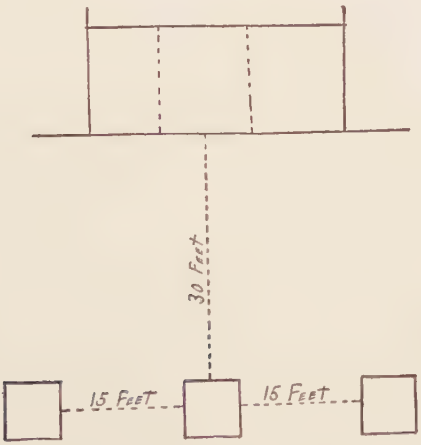
SUGGESTED SKILL TESTS

1. Dribble: Record the time taken to dribble a ball from a starting line around two obstacles, placed 15 and 20 feet away, and back to the line.

2. Throw In for Accuracy and Speed: A player stands behind line A and on a signal, picks the ball up from the ground, runs to line B and using a legal Throw In, attempts to hit the 2 foot square marks. See Diagram. Give two throws at each mark. Record the time from the starting signal if the ball hits the mark.



3. Kicking for Accuracy: Divide the goal into three 2 yard sections. See diagram. 30 feet from the center of the goal is a mark with two additional marks 15 feet to the right and left. Three kicks are to be taken from each mark:
   A. From a stand
   B. From a walk
   C. From a run



In the kicks preceded by a walk and run, the movement and kick should be continuous. Goals made in the middle section count *one* point, in the side sections, *two* points.

4. Dribble and Kick for Speed and Accuracy: A player dribbles the ball 25 feet and then kicks for the goal 20 feet away. Her time is taken from the start of the dribble until the ball successfully crosses the goal line. No time is taken if a goal is not made.

SOCCER SQUAD PRACTICE

Individual Technique

A. Practice in fundamentals, with emphasis on form.

1. Types of Kicks:

Inside of foot, outside of foot, heel, place, punt, dribble, volley.

Soccer Squad Practice

2. Methods of stopping or trapping the ball:
   a. Traps such as: knee, foot, ankle.
   b. Blocks such as: body, leg, heel, head.
3. Tactics:

Corner, goal kick, penalty kick, throw-in.

B. Practice for greater speed and accuracy.

C. Combinations in Technique:

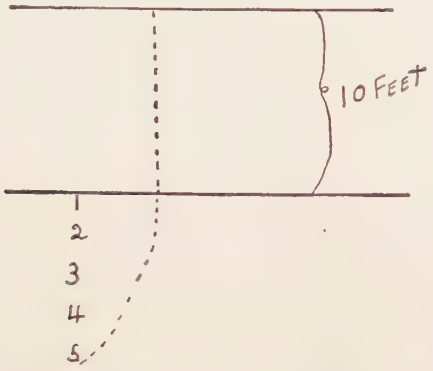
Examples: Dribble, use heel stop, turn and kick ball back to partner.

Trap ball and pass to partner.

Types of Relays and Suggested Examples.

A. File formation.

1. Dribble, using both feet, to line and back to starting line, stopping ball with foot trap.
2. The last player in the file, dribbles to line B, then kicks the ball back to the starting point. In the meantime, every one moves back and she takes her place at the head of the file.



B. Partner Formation: Ahead to line and back to place, passing the ball with inside of foot, or with girl on the left, using outside of foot.

C. Shuttle formation:

1. Number 1 place kicks to number 2 who stops with specified type of ball trap.
2. Number 1 dribbles to number 2, who stops ball with knee trap and kicks it back to number 3.

D. Zigzag formation: One player lofts the ball to the opposite player, who must stop it with any type of trap before lofting it to the next receiver.

SUGGESTED SOCCER GAMES IN PROGRESSION

1. Block and Pass ..... Soccer Guide
2. Square Soccer ..... Anderson
3. Tag Soccer ..... Described
4. Slügge (Keep Away) ..... Soccer Guide
5. Line Kick ..... Described

6. Line Soccer ..... Anderson
7. Versatile Soccer ..... Described
8. Head It ..... Frost and Cubberly
9. Corner Soccer ..... Described
10. Block Soccer ..... Described
11. Block Kick Soccer ..... Described
12. Throw In Soccer ..... Described
13. Rotation Soccer ..... Anderson
14. Pin Soccer ..... Anderson
15. Rotation Pin Soccer

Played exactly as Rotation with the addition of pins placed on the goal line 3 feet apart. A score is made if a pin is kicked down.

Soccer Heading

Soccer Ankle Trap

DESCRIPTION OF GAMES

Tag Soccer

Number of Players: 5-50, depending on available space or balls used.

Playing Space: Gymnasium.

Equipment: 1-5 Soccer balls. Number depends on size of group.

Object of Game: To kick a ball so that it touches another player and therefore makes her IT.

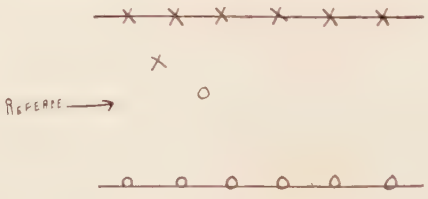
Method of Play: The game starts with the ball in the possession of one who is IT. The players scatter over the playing space and run to get away from her. She attempts to kick the ball so that it touches another player and therefore makes a new player IT. If the ball touches any part of a player's body or clothing, she then takes the ball. When IT, a player may dribble or use her feet in any manner to advance the ball and to get in the best possible position to kick.

Playing Suggestions: As soon as the game is understood, add balls to secure more action. Several players are IT at the same time. The dribble enables a player to move about and close in on the others. Well directed short kicks are apt to be more effective than long kicks.

When played out of doors definite boundary lines are necessary. Boundary lines may be necessary indoors if there are few players in proportion to the playing space.

Line Kick

Number of Players: 2-4 squads.
Playing Space: One section of basketball court.
Equipment: Soccer ball.
Object of game: To give practice in kicking and blocking.
Method of Play: Divide players into two teams. Each team plays behind its kicking line with the exception of one player who is in center. At the start of the game, the referee rolls the ball along the middle line, the centers attempt to gain pos-



session of it and to pass it to one of their line players. Line players may score by kicking the ball over and through the opponent's goal line, provided the ball is below shoulder level.

Soccer Line Kick

Center players may not score. After a score is made or the ball is kicked over the goal line above shoulder height, the ball is restarted in center.

Score:

One point for every legal goal.
One point for X if O center kicks ball over X's goal line.
One point for O if X center kicks ball over O's goal line.
One point to opposing side if hands are used.

Playing Suggestions: After a legal or illegal goal, the center players go to the left of their line while new centers come from the right of the line.

Soccer Finish of Punt

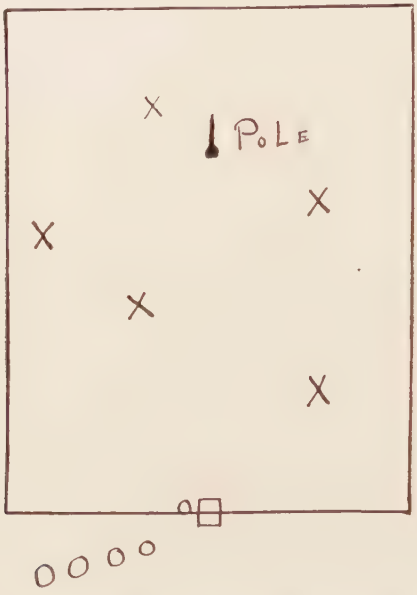
Versatile Soccer

Number of Players: 2-4 squads.
Playing Space: Marked field or gymnasium.
Equipment: Soccer ball and 1 jump standard.
Object of Game:

1. For single player at X to kick the ball inside the boundary lines, run around the pole and return to X without being put out.
2. For those in the field to put the runner out by any one of the following methods:

a. Trapping the ball with the body or foot so that it lies motionless on the floor.
b. Blocking the ball with the head or any part of the body provided both feet are off the floor.
c. Recovering the ball and dribbling it forward across the line at any point before the runner returns.

The first fielder who touches the ball must recover it. If the ball rebounds forward from a block the player recovers it, passes it back to a team mate at the place where the ball was first stopped and the team mate dribbles it over the line.



Method of Play: Divide the entire group into 4 squads. If 40 are playing, place 3 squads in the field and 1 squad up to kick. Those in the field aim to recover the ball and to put the runner out through various kinds of technique. Those kicking aim to kick into the weakest spot in the field. The squads are rotated after each member of the squad has had a chance to kick.

Score: One point for the squad kicking every time a runner reaches home without having been put out by one of the described

methods. A runner automatically scores a point if a fielder uses her hands on the ball (Handling in Socccer).

Suggestions: If the kicking is much better than the fielding, require certain types of kicks, *i. e.*, make every other girl kick with the inside of the foot instead of the instep kick. Players should know and be able to execute the simplest body blocks and foot traps.

If the game is played out of doors, definite boundary lines are necessary.

Corner Soccer

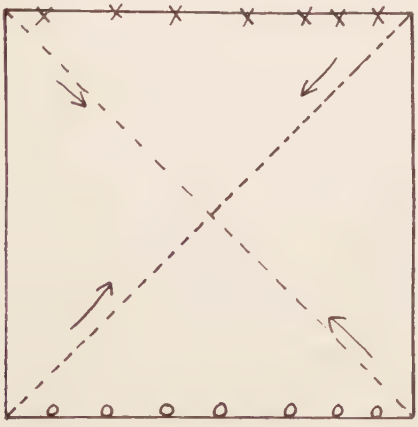
Number of Players: 2-4 squads.

Playing Space: Basketball court.

Equipment: Soccer ball.

Object of Game: To give center players practice in passing and kicking while line players are practicing defense plays.

Method of Play: Divide the players into two teams. At the start of the game each team is behind its goal line. The ball is in the middle of the playing field. At a whistle the two end



players of each team rush for the ball and attempt to work it down the field until they are in a good position to kick it over the opponent's goal line. The line players defend their goal line without using hands or advancing beyond the line. When possible they pass the ball to their center players.

Score: One point every time a center player kicks the ball over the opponent's goal line provided it is below shoulder height. One point to opponents if line players use hands on the ball.

Penalties: When center players foul, the ball is given to a center opponent for a free kick and opposing players must be 6 feet away.

Re-start Play: After a score is made or the ball is kicked over the goal line above shoulder height play is re-started in center. The center players take places in the middle of their team as line players while new end players put the ball in play.

Playing Suggestions: When the ball goes out over the side boundary line it may either be thrown in by an opposing center or extra players may be used to keep the ball in bounds. They will not be members of either team.

Block Soccer

Number of Players: 2-4 squads.

Playing Space: Marked field or gymnasium.

Equipment: A soccer ball.

Object of Game:

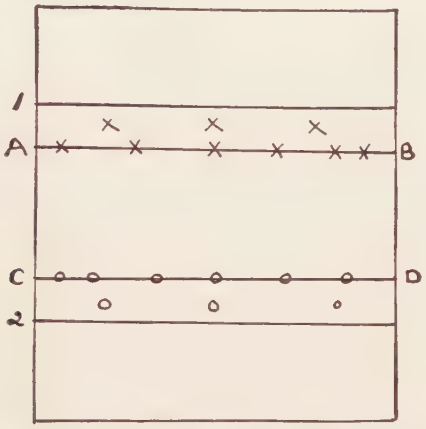
1. For centers to recover the ball and pass only to their own team. Centers do not kick through opponent's line.
2. For players on kicking lines AB or CD, to kick through opponent's line.
3. For roving guards (4 on each team, behind their own line) to neutralize the score made against their team.

Method of Play: At the beginning of the game after every point, and when the ball goes out of bounds, the ball is thrown in or kicked into the field of play from one of the side lines midway between lines AB and CD. The teams line up behind these lines (10-15 players on each team), with two players from each team as centers, in the center territory. Behind these lines are the roving guards who must remain within a space about 20 feet behind their own kicking line. (See diagram.) As soon as the ball is in play, each center attempts to recover it and pass it to her own line. If one on the X team line receives the ball, she attempts to kick it through the O team line, below shoulder height. Line players may not step

over the line while kicking. The *centers* block, tackle or recover the ball at any period of the game and pass to their own team. *Running guards* neutralize a score by trapping a ball so that it lies motionless on the ground.

Penalties: Ball given to opposite center for intentional pushing or shoving.

Score: One point if a line player kicks the ball beyond the opponent's line and the score is not neutralized by the roving



guard. No score if player steps over the line while kicking. One point if players fail to block a pass from their own center and ball crosses their line, unless neutralized by their roving guards.

One point for opponent if a center kicks through the opponent's line.

One point for opponent if a player catches or uses her hands on a ball.

Suggestions: If played indoors the kicking lines can be the center division lines of the Basketball court. If out of doors, make the lines about 25 feet apart. If space permits, allow line players to kick over the heads of opponents and roving guards to neutralize a high ball by heading.

After each point change the centers; new centers come from both ends of their lines and old centers go to the center of the kicking lines. Also change the roving guards occasionally, but not necessarily after each point.

Coach centers to be responsible for one opponent, to tackle the ball rather than the opponent and then to pass easily to a team mate.

Coach line players to block hard balls with their bodies, to pass sometimes to a team mate free on the line, to look for openings on the opposite line and then to kick hard.

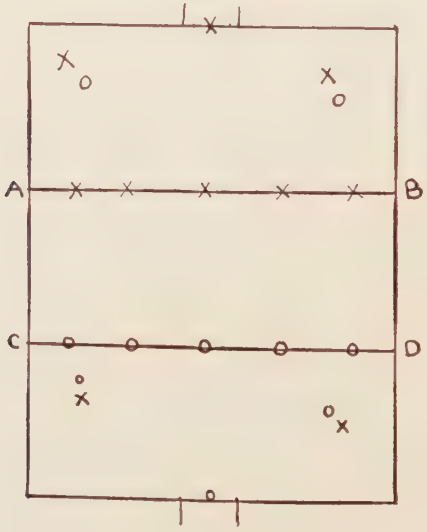
Coach roving guards to be alert so that they may block balls that come through the line.

All players should be familiar with Heading technique and be able to trap a low ball with an ankle or foot trap.

Block Kick Soccer

Number of Players: 2-4 squads.
Playing Space: Marked field or basketball court.
Equipment: 1 soccer ball and 2 goals (4 jump standards).
Object of Game:

1. For centers to recover the ball and pass only to their own team. Centers do not kick through opponent's line.
2. For players on kicking lines AB or CD to kick through opponent's line.
3. For roving guards to kick through opponent's goal or to defend own goal and pass back to own kicking line.



4. For goaler to defend her own goal. The goaler may use hands.

Method of Play: A progression of and similar to Block Soccer with these changes:

1. The roving guards play a defense game, are not as limited as to playing space and have a definite opponent to watch.
2. If the ball crosses the end line, not between the goal posts, having been kicked by an attacker, the goaler takes a goal kick (place kick) where the ball went out. If kicked by a defender, the attackers take a corner kick. In either case opponents must be 6 feet away.

Score: One point if the ball is kicked through the opponent's goal. One point for intentional hands (as in Soccer) and for intentional pushing and shoving. In all cases the ball is put in play in the center.

Suggestions: As in Block Soccer. Also coach roving guards to tackle the ball and not the player, and to be responsible for just one opponent. Attackers should pass to another attacker or shoot for goal. Defenders should recover the ball and pass to own kicking line ahead.

Coach every one to take the throw in promptly.

Coach the goaler to use her hands, to throw the ball ahead to her kicking line or to her attacker.

Throw in Soccer

Number of Players: 2-3 squads.

Playing Space: Field or gymnasium with two concentric circles. Outer circle has 6-yard radius, inner, 3-yard radius.

Object of Game: For those forming outside circle:

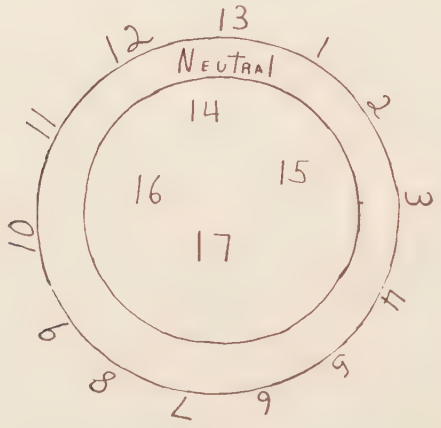
1. To throw a ball using the correct soccer "Throw In" and to hit a player below the waist.
2. To use hands or body in blocking (as goal keeper) a ball kicked by an inside player.

For those inside circle:

1. To dodge and run to avoid being hit.
2. To kick a ball through the outside circle not higher than shoulder level.

Explanation of Soccer "Throw In": "The player throwing the ball must stand on or behind the side line with a part of both feet on the ground and must throw the ball in over her head with both hands."

Method of Play: 12 players, standing about 3 feet apart, form a single circle with 4 players inside the circle. The ball is given to a player in the outside circle. With a correct "Throw In," she tries to hit the inside players as described. When the ball touches a player or the floor it may be played on immediately as long as hands are not used. The ball can never be played when it is in the neutral space. An outside player must recover it. Play for 2 minutes, record score, then have the



inside players change places with four "outside circle" players.

Score: The circle scores one point every time an inside player is hit below the waist, provided the correct form is used. The inside group scores one point every time a ball is kicked outside the circle below shoulder level. One point is deducted whenever an inside player uses her hands on the ball.

Suggestions: Coach inside players to kick through an opening in the circle rather than at a player. Coach circle players to recover a ball quickly, to throw rapidly and to protect the opening on their right.

CHAPTER V

HOCKEY PROGRAM

HOCKEY BIBLIOGRAPHY

Field Hockey Analyzed ..... Cubberley
Field Hockey and Soccer for Women ..... Frost and Cubberly
Hockey for Girls and Women ..... K. Lidderdale
Hockey Guide ..... Spalding
The Sportswoman Magazine ..... Bryn Mawr, Pa.

Hockey is a game which does not adapt itself easily to mass instruction or to indoor playing and consequently the material in this chapter is for outdoor use in squad organization.

Some authorities suggest the use of a wrapped ball for indoor work but the action of a ball is so radically different indoors and out that the carry-over value is negligible. If it is advisable at any time to teach Hockey indoors, the emphasis should be placed on stick technique and games taught in squad formation. A small indoor baseball may be used indoors.

So much valuable information already in print on Hockey makes it advisable that this book confine itself to tests and a few technique games suitable for class work.

SUGGESTED ACHIEVEMENT TESTS

1. Drive through Goal:

   Mark three places on the scoring circle line, one opposite the center of the goal, one 15 feet to the right, and another 15 feet to the left of the center mark. Three drives are to be taken from each mark: (a) From a standing position; (b) from a walk; (c) from a run. In the drives preceded by a walk and run the movement and drive should be continuous. If the test is used by experienced players, the drives from the left should be made off the right foot.

   Maximum score: 9 points.

2. Dribble for Time:

Record the time taken to dribble a ball from the corner of the field along the goal line, in and around the goal posts and back to the starting place. If nets are used in goal it will be necessary to use obstacles instead of the goal posts.

3. Scoop:

Draw a circle on the ground with a 3-foot radius and in its center draw another circle with a 6-inch radius. Record the number of balls scooped from outside the larger circle which hit, *not* roll, into the inner circle. Give 5 trials.

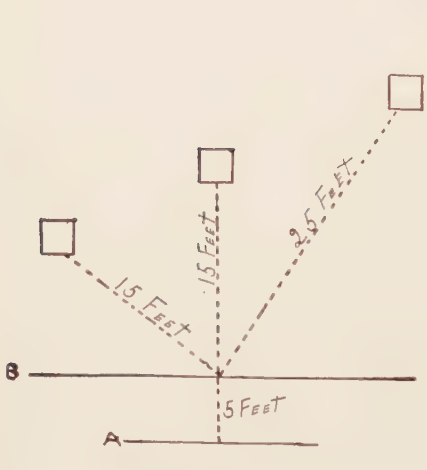


Diagram A

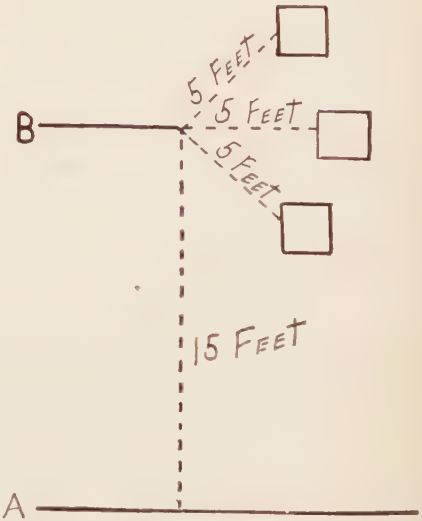


Diagram B

4 Roll-in for Accuracy and Speed:

A player stands behind line *A*, and on a signal picks the ball up from the ground, runs to line *B*, and using a legal Roll-in, attempts to have the ball roll through the two-foot square marks. (See diagram A.) Give two roll-ins at each mark. Record her time from the starting signal, if her ball crosses the square mark.

5. Push Pass for Accuracy and Speed:

A player dribbles the ball from line *A* to *B*, and then attempts by using the Push pass to send ball through the specified 1-foot square mark. (See diagram B.) Record her time from the starting signal if her ball crosses the square mark.

HOCKEY SQUAD PRACTICE

Individual Technique:

A. Practice in fundamentals, with emphasis on form.
   1. Strokes.
      Drive, dribble, push, left hand lunge, job, scoop, reverse.
   2. Methods of stopping ball.
      Stick backed by feet, ball of foot, hand stop.
   3. Tactics.
      Bully, roll-in, corner, penalty corner, penalty bully, tackling, dodging.

B. Practice for greater speed and accuracy.

C. Combinations in technique.
   Examples: Dribble and pass to partner.
   Receive a pass, stop the ball, dribble and shoot for goal.

Types of Relays and suggested Examples:

A. File Formation.
   1. Dribble
      a. Ahead to line and back to starting line.
      b. In and out members of own team.
   2. Drive
      Team in file formation with one player behind a goal. First player in the file drives for goal and rushes forward to take the place of the girl behind the goal; the latter stops the ball, sends it back to her team and goes to the end of the file.

B. Circle.
   1. Dribble around team and back to place.
   2. Push pass from left to right.

C. Shuttle.
   1. Drive with specified type of stopping ball.
   2. Scoop.

D. Zigzag.
   1. Push pass.
   2. Scoop.

HOCKEY GAMES IN PROGRESSION

Keep it Away.....Hockey Guide
Stop and Hit.....Hockey Guide
Bombardment.....Hockey Guide
Drive-Dribble Hockey.....Described
Bully Game.....Described
Progression to Bully Game.....Described
Games to Teach Tackling.....Described

HOCKEY BULLY STRAIGHT BLADES

DESCRIPTION OF GAMES

Drive-Dribble Hockey

Number of Players: 2-4 squads.

Playing Space: One end of a hockey field from goal line to 25-yard line.

Object of Game: To give practice

1. In driving a ball and getting a quick start in running.
2. In stopping a ball and dribbling it.

Method of Play: The players are scattered between the goal and 25-yard line, and outside the striking circle. Several players are behind the goal line. One of these players places a ball on the goal line between the goal posts, drives it, then attempts to run beyond the 25-yard line before one of the field players can stop the ball and dribble it across the goal line at any point.

If the driver wins she returns to the goal line uninterruptedly while the next player is driving the ball. If the fielder wins she changes places with the driver. Each drive, stop and dribble must conform to hockey rules.

Penalties: If the driver makes sticks, she becomes a fielder.

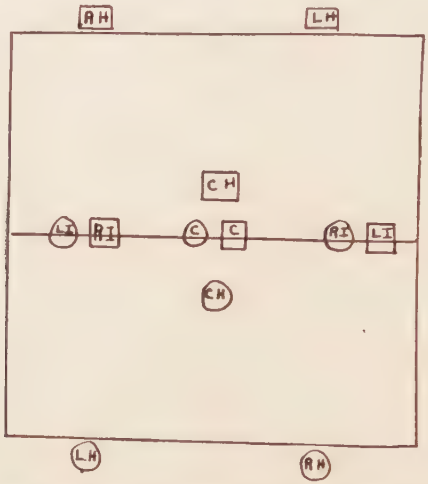
HOCKEY DRIVE-DRIBBLE

Method of change left to instructor. If the fielder stops the ball illegally the driver automatically wins.

Score: The driver wins each time she drives and reaches the 25-yard line before the ball is dribbled across the goal line. The instructor should not permit a player to be a driver for a lengthy period, but should have the driver change places with a fielder if the fielders cannot put her out.

Progression to Bully Game

Number of Players: 2 squads.
Playing Space: 20 by 20 feet.
Equipment: A hockey stick per person; one ball.
Object of Game: To give practice in controling the ball immediately after a bully.
Method of Play: Teams line up as per diagram. The ball is put in play by a center bully and by controlled short passes, each team attempts to get the ball over the opponent's end line.



The right and left half backs defend the line but may not enter the playing field. The center bully is repeated after each scoring play and whenever the ball goes over a side line.
Score: One point every time a team succeeds in sending the ball over the opponent's end line.
Playing Suggestions: Unless the emphasis is placed on controlled short passes the game loses its purpose and becomes a confused mass of players and sticks.

Bully Game

Number of Players: About 12 to each file.
Playing Space: Field or gymnasium.
Equipment: Hockey sticks and half as many balls as players.
Object of Game: To give practice in bullying.

Explanation of Hockey Bully: "In a bully, two opponents must stand squarely facing the side lines and each shall strike first the ground on her own side of the ball and then her opponent's stick three times alternately, after which one of these two players must strike the ball before it is in general play." Always hit with flat side of the stick.

Method of Play: Arrange the players in files of about 12 with enough space between pairs to allow for freedom in bullying.

Hockey Bully Game

At a signal (whistle), each girl takes a bully. The girl who obtains possession of the ball, wins. When all have completed the bully, have the winners move up a place with the exception of the winner at the head of the file, and all the losers remain in place with the exception of the top loser who goes to the end of the file. Incomplete bullies must be played over. Each girl keeps her individual score and the one with the greatest number of winning bullies wins.

Penalties: The bully will be considered lost if a player pulls a ball between her feet. She would lose the ball in a hockey game if she did this.

Suggestions: Better control of the stick results when the right hand is not more than half-way down the stick. The knees are bent with the weight carried forward. Teach bullying with a straight and curved blade, as one method may be easier than the other for individual girls.

Method of line up for two bullies with the odd players winning the first bully:

First	*Second*
1, 2	1, 3
3, 4	4, 5
5, 6	6, 7
7, 8	8, 9
9, 10	10, 11
11, 12	12, 2

Games to Teach Tackling

Number of Players: One squad.

Playing Space: 10 by 20 feet.

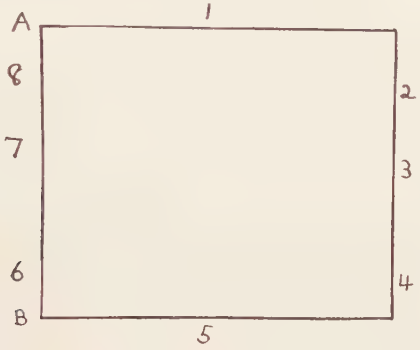
Equipment: A hockey stick per person; one ball.

Object of Game: To give practice in dodging and tackling.

Method of Play: The players line up according to positions indicated in diagram. 1 tries to dribble the ball from Line A across Line B. As soon as the play starts, 5 advances to tackle. The play stops when the ball crosses either end line. 1 then takes the place of 4, while 5 takes the places of 8, and

each other player moves around to the preceding number's position. The game is repeated with 2 against 6, and so on until all have had a chance at the two active positions. The players on the side lines prevent the ball from crossing the side line but are not to aid, intentionally, a center player.

Score: One point for the player who succeeds in getting the ball across the opposite end line.



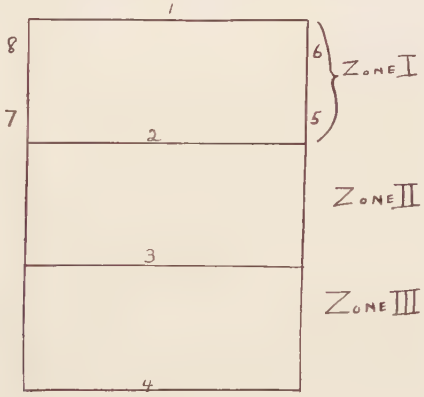
Games to Teach Tackling

Number of Players: One squad.

Playing Space: 20 by 60 feet.

Equipment: A hockey stick per person; one ball.

Object of Game: To give practice in dodging and tackling.



Method of Play: The players line up as per diagram. No. 1 tries to evade No. 2, as in the previous game. If No. 1 gets the ball into Zone II, she is tackled by No. 3, and if she

passes her, No. 4 tackles in Zone III. Players Nos. 5, 6, 7 and 8 prevent the ball from crossing the side line and move from zone to zone, following the ball but never entering the playing field.

HOCKEY BULLY WITH CURVED BLADES

Score: No. 1 scores a point for each zone she succeeds in crossing with the ball.

Playing Suggestions: The following method of rotation is suggested: Nos. 1 to 8, 8 to 7, 7 to 6, etc. Any other method may be used.

CHAPTER VI

BASKETBALL

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Basketball and Indoor Baseball ..... Frost and Wardlaw
Basketball for Women ..... Frymir, Alice
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Games, Contests and Relays ..... Staley, S. C.

Basketball is probably played in schools more than any other game as it is essentially an indoor game and one requiring little equipment and comparatively small space. Its disadvantage when used in a gymnasium class has been the uneven ratio of players who are active to those waiting to play. Mass games properly supervised, are a solution to this problem. In games emphasizing the element of basket shooting or passing between sections of the court, it will usually be necessary to place the entire group on the court, as few gymnasia have more than one court, one set of baskets, or extra space. When other techniques are being taught, the practice will be more intensive and more interesting under squad organization.

The games outlined in this chapter should satisfy the demand of students for Basketball. Each game, while providing activity for all participants, stresses some technical skill with opportunity for its practice in situations similar to regulation Basketball.

If the coaching suggestions are followed or enlarged upon, the majority of the students playing each game should be receiving concrete instruction which will be helpful in playing the regulation game of Basketball.

SUGGESTED ACHIEVEMENT TESTS

1. Foul Shooting: Record the number of baskets made from the foul line in 5 consecutive throws.
2. Speed Shooting: Record the number of baskets shot in one minute. The ball may be thrown from any place in forward territory. Have one girl time and another record the baskets made.

Basketball Speed Passing

3. Passing: A line is drawn 6 feet from the wall. The player standing behind this line, throws the ball against the wall for 30 seconds. One girl times while another records the total number of throws. Designate the type of throw to be used.
4. Jumping: The player stands near the wall, marks her reach without lifting her heels off the floor, then jumps and marks the highest reach. Record the distance between the two

marks. Each girl is given 3 consecutive jumps and the highest jump is recorded.

JUMPING

BASKETBALL SQUAD PRACTICE

Individual Technique:

A. Practice in fundamentals with emphasis on form.

1. Throwing for goal:
   Underhand, chest, loop, one hand chest.
2. Catching:
   a. Balls caught above waist.
   b. Balls caught below waist.
3. Passes:
   Loop or arch, bounce, all other passes made with one or both hands.
4. Tactics:
   Pivot, dodge, juggle, bounce, loop bounce, tip-off plays, out-of-bounds plays, free throw plays.

B. Practice for greater Speed and Accuracy.
C. Combinations in Technique:
Examples: Pivot, bounce pass.
Dodge, juggle, shot for basket.

Types of Relays and Suggested Examples:

A. File Formation:

1. No. 1 throws to No. 2, who catches ball between lines C and B. No. 2 returns ball to No. 1, then goes to end of file. No. 1 throws to No. 3 and so on. Use chest pass or any other throw.
2. No. 1 passes to No. 2, who bounces ball, regaining it between lines A and B. No. 2 bounce passes to No. 1, then goes to end of file.

B. Shuttle:

No. 1 passes to No. 2 and advances towards No. 2; No. 2 juggles over No. 1, who makes no attempt to guard; No. 2 passes to No. 3; Nos. 1 and 2 then go to the end of opposite files.

C. Zigzag:

Count the number of times the ball is passed down the line and back in one minute. Specify the type of throw.

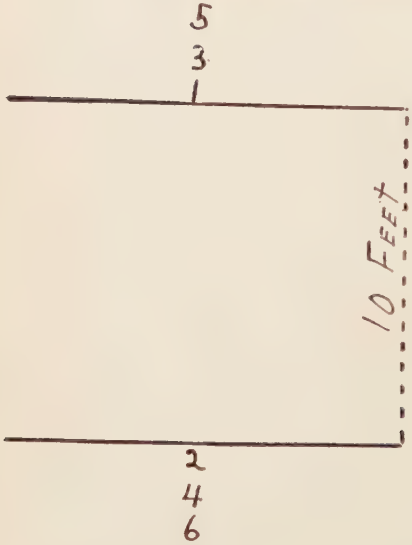


Diagram A

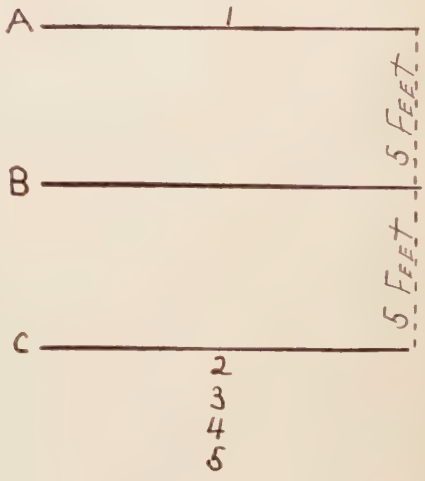


Diagram B

SUGGESTED BASKETBALL GAMES IN PROGRESSION

1. Freeze out ..... Basketball Guide
2. Twenty-one ..... Basketball Guide
3. Complete the Circuit ..... Basketball Guide
4. Tag the Ball ..... Basketball Guide
5. Speed Shooting ..... Basketball Guide
6. Keep Away or Slügge ..... Basketball Guide
7. Count Passes ..... Described
8. Six Passes and Shoot ..... Described
9. 9 Court Basketball ..... Bancroft
10. 6 Section Basketball ..... Described
11. Four, Forward Shoot ..... Described
12. Circle Goal Ball ..... Described
13. Pin Ball ..... Described
14. Mass Basketball ..... Staley
15. Tri-Pass ..... Described

DESCRIPTION OF GAMES

Count Passes

Number of Players: 2-5 squads.

Playing Space: 3-section Basketball court.

Equipment: Basketball.

Object of Game: To teach such accurate passing that a team is able to make a number of consecutive passes.

Method of Play: Divide group into two teams, placing one-third of each team in each section of the Basketball court. Start the game with toss in center. The team receiving the ball tries to retain possession by accurate passes through the air. If a ball is fumbled and recovered by a player or team mate it does not count as a pass. The other team tries to intercept the passing. The referee calls the number of each pass as it is made, noting the highest number of passes made by either team. Apply Basketball rules to all situations not covered by this description.

Score: The team making the greatest number of consecutive passes wins.

Penalties: For fouls or violations the ball is given to an opponent at the spot where the infringement takes place.

Playing Suggestions: Vary the game by using bounce passes between the players or a bounce followed by a pass. If the teams are unable to pass or catch accurately split them into squads and play Keep Away until their technique improves.

Six Passes and Shoot

Number of Players: 2-5 squads.

Playing Space: 3-section Basketball court.

Equipment: Basketball.

Object of Game: To teach such accurate passing that the player receiving the 6th pass is in a good position to shoot for the basket.

Method of Play: Divide the group into two teams, placing one-third of each team in each section of the court. There is no definite basket for each team. The girl receiving the ball at the end of six consecutive passes, which have passed through the three sections of the court, is given an unguarded shot for the basket nearer her. Start play with a toss in center. The girl securing the ball calls *One,* then passes to a team mate who calls *Two,* before passing the ball. This continues until six passes have been made or the ball has been intercepted by the other team. Play is continuous until a basket is made. A pass does not count if the ball is deflected and hits the floor even if it is recovered by a team mate of the girl throwing it. Apply Basketball rules to cover all situations not covered by this description.

Score: *One* point at the end of six consecutive Passes. An additional *two* points if the basket shot is successful. Play is resumed at center if goal is made, otherwise ball is in play.

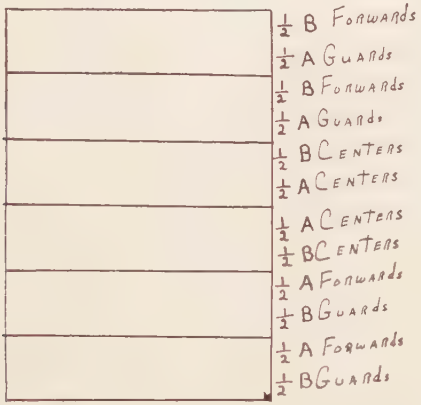
Penalties: For fouls, the ball is given to an opponent at the place where the foul is committed.

For Violations, the ball is given to an opponent to be put in play from out of bounds as in Basketball.

Playing Suggestions: Eliminate unnecessary noise so numbers may be heard. Have the players call their number *before* passing the ball. Change sections frequently.

Six-Section Basketball

Number of Players: 2-5 squads.
Playing Space: 6 section basketball court.
Equipment: A basket ball.
Object of Game: To teach the rudiments of basketball to a large number of players.
Method of Play: Divide the group into two teams, placing one sixth of each team in each section of the court as forwards, centers and guards. See diagram. Designate the official basket for each team. By playing a regular game of basketball and changing sections frequently, each player is given the opportunity of learning the skills of all three positions.



Score: Count as in Basketball.
Fouls and Violations: Penalize as in Basketball.
Playing Suggestions: Encourage players to become familiar with all positions before specializing in any one.

Four-Forward Shoot

Number of Players: 2-5 squads.
Playing Space: 3 section Basketball court.
Equipment: A basket ball.
Object of Game: To teach a fast accurate attack which eliminates unnecessary passes.

Method of Play: Divide the group into two teams, placing one-third of each team in each section of the court as forwards, centers and guards. Designate the official basket for each team. Start play with a toss in center and apply basketball rules. The girl securing the ball calls One, then passes to a team mate who calls Two before passing. This continues until Four passes have been made or the ball has been intercepted by the other team. The ball must pass through two courts and be in the hands of a forward at the end of the fourth pass to score. An additional score is made if the forward's shot for the basket is successful. A pass which is intercepted so that the ball hits the floor does not count as a pass even though the ball is recovered by a team mate of the girl thowing it.

Score: One point is scored if a forward has the ball at the end of four passes which have passed through two sections of the court. Two additional points if the basket shot is successful. One point for each successful foul shot.

Playing Rules: Throw from the foul line following personal and technical fouls.

Violations are played as in basketball, with this addition, a pass may not be made from one end section to another.

Playing Suggestions: Eliminate unnecessary noise in order that numbers may be heard. Have players call the number before passing the ball. Give the forward an unguarded shot for the basket at first until all are used to shooting, then make it a guarded shot. Change sections frequently.

Circle Goal Ball

Number of Players: 2-5 squads.

Playing Space: 3 section Basketball court.

Equipment: Basket ball, 10 circles, each with 2-foot radius. (See diagram.)

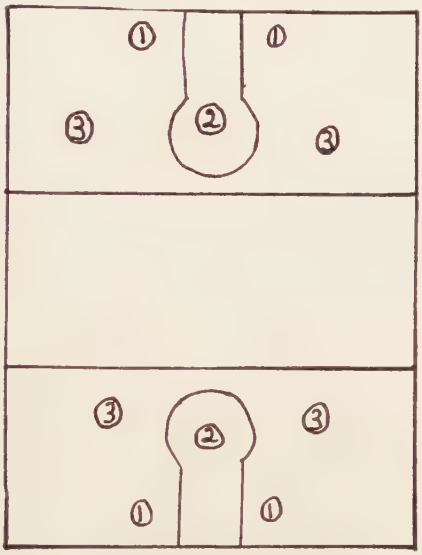
Object of Game: To teach, in mass formation, the rudiments of basketball shooting, passing, position plays and guarding.

Method of Play: Divide the group into two teams, placing one-third of each team in each section of the court as forwards,

centers and guards, respectively. Designate the official basket for each team.

The position of the circles allows:

A. In circle 1, shooting from the "ideal spot" near basket.
B. In circle 2, shooting from the foul throw line.
C. In circle 3, shooting from an angle.



Sections are changed frequently so every girl has a chance to play forward, center and guard. Start the game with a toss in center and apply basketball rules with the following exceptions:

A. No forward may shoot for the basket unless she is inside a circle at the time of receiving the ball.
B. All circle shots are unguarded.

Fouls: Throw from the foul line following technical and personal fouls. Play is resumed at center if basket is made.

Violations: Violations are played as in basketball.

If forward shoots successfully when outside a circle, the basket does not count and play is resumed at center; otherwise the ball is in play.

If forward is guarded while shooting and misses the basket she is given another shot.

Score: Baskets made from circles number 1, count one point,
from circles number 2, count 2 points,
from circles number 3, count 3 points.
Foul throws count one point.

Playing Suggestions: Interest develops when players move around instead of remaining in or near a circle. Permit guarding on circle throws after players become more skillful in handling the ball.

A player does not have to remain within circle 3 while making a foul shot, but she may not overstep the foul line.

Pin Ball *

First played at Harvard University Summer School of Physical Education.

The game of Pin Ball was evolved in an effort to adapt the popular game of Basketball to more varied playing fields. Basketball played indoors requires baskets (goals) with solid back boards and at least a fifteen-foot space between floor and ceiling. A temporary outdoor court with satisfactory goals is difficult to construct.

Pin Ball may be well played in a room with a low ceiling or outdoors on the playground. Little preparation is necessary since two sticks or pins and the ball form the necessary equipment.

Girls should use the women's basketball rules except when differing from the following special rules:

Rules

The goals shall consist of two upright Indian clubs, bowling pins or other similar objects, one placed in the center of each half of the playing space.

A guard circle shall be plainly marked around the goal pin. It shall not be less than four feet in diameter but may be six feet in diameter when more than ten play on each team.

An outer circle twelve feet in diameter shall be plainly marked around the goal pin.

Scoring—(a) A team scores *two points* each time the opponent's pin is made to fall. The two points shall be scored if a

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guard accidentally causes his own pin to fall by contact with the ball or his person.

(b) A team scores *one point* each time an opponent touches or is touched by the ball while any part of his person is within the four-foot guard circle and touching the ground.

(c) A team scores *one point* for each foul of opponents called according to women's (men's) basketball rules; the game is stopped until ball is brought to center for a toss up by the referee.

Guards, in protecting the goal, may block with their bodies but may not kick the ball or strike it with the fists. A foul shall be called if this rule is violated and a point given to the opponents.

Throwers in attempting to score may not touch on or within the outer circle during any part of the throwing motion, or in regaining balance. If a player violates this rule and the goal is made it shall not count and the ball is put in play at center. If the goal is not made the ball is in play.

Points of the Game

Teach players to play the ball, not the opponent—to pass quickly and accurately—to get free by shifting position rapidly.

For high school girls and younger children, the freedom of the entire playing space should not be allowed. Place the pins in the centers of forward territories (about 35 to 40 feet apart) and add a center division line. Observe line fouls according to women's basketball rules.

Tri-Pass (Two-Section Basketball)

Number of Players: 2-5 squads.

Playing Space: 2-section Basketball court.

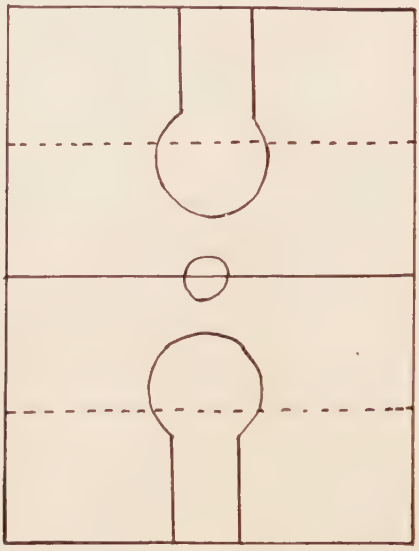
Equipment: A basketball.

Object of Game: To teach the triangular type of passing which is very effective in the one line game of Basketball.

Method of Play: Divide the group into two teams, placing one-half of each team in each section of the court as forwards and guards. Designate the official basket for each team. Apply official basketball rules for the one line game with this exception: no one may shoot for the basket unless she is within

the area bounded by the end line, side lines and foul line extended. Rotate the teams so that each girl plays both positions. Restrictions have been placed on the type of passing as follows:

1. Guards must always pass the ball forward, *i.e.*, toward their official basket.
2. Forwards must pass the ball backward or sideward if they receive it from some one behind them and forward if they receive it from some one ahead of them. This



does not apply to the first pass a forward makes after she receives the ball from a guard of her team.

3. The ball may never be passed to the person from whom it was received. In this way at least three players are included in two consecutive passes.
4. Intercepted balls and balls rebounding from the backboard are to be passed forward, *i.e.*, toward the official basket of the guard or forward. The latter may take a shot for basket at once.

For violations in type of passing, the ball is given to an opponent out of bounds.

Score: Baskets made from within the scoring sector count as in Basketball. If made from without, there is no score and the ball is tossed in center.

Free throws following fouls count as in Basketball.

Fouls and Violations: Play as in Basketball.

Playing Suggestions: Players must be coached not to bunch, to select the best opening for fast passing, to be alert at all times. Second and third positions are important in this game.

CHAPTER VII

BASEBALL

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Play Activities . . . . . La Salle
Education by Play . . . . . Johnson
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Baseball Guide . . . . . Spalding

In teaching Baseball the emphasis should be placed on technique games which are played in squads rather than on games involving numbers of players. When players lack skill in throwing, catching and batting, there is not enough activity displayed in most mass games to justify their use in a Physical Education period.

Each squad game should teach regulation Baseball rules as well as some technical skill. The average girl will find Baseball rules less confusing when learned in this way.

Many teachers, realizing the difficulty girls have in acquiring the art of batting, use games emphasizing this skill. As a result the action is very slow and uninteresting. Batting practice should run parallel with all other instruction but in games the ball should be put into play through some other means until the players have attained a moderate degree of skill in batting.

SUGGESTED SKILL TESTS

1. Base Running: On the signal "Go," the player standing in the batter's box, swings her bat, drops it, and circles the bases. Her time is taken from the signal "Go" until she touches home plate.
2. Throwing:
   A. Pitchers throw for accuracy. A target 18 inches by 36 inches, is marked on a wall, 21 inches from the ground. The player heeling a line 30 feet away is given 5 consecutive underarm throws at a target. Record successful throws.

B. Fielders throw for accuracy. A 3-foot radius target is marked on a wall 3 feet from the ground. The inner circle of the target is 1 foot in diameter, the next circle, 2 feet in diameter and the outer circle, 3 feet in diameter. The player stands behind a line 40 feet away, taking 5 consecutive throws. The inner circle hits score 5 points, middle circle, 3 points and outer circle, 1 point. Maximum score, 25 points.

3. Speed Throwing: The player stands on first base with the ball on the ground. Two jump standards, 6 feet apart, are placed at third base with one cross bar 2 feet and another 5 feet from the ground. On the signal "Go," the player picks the ball up and attempts to throw it so that it passes between the cross bars. Record the time from the signal "Go" if the throw is successful.

4. Batting: The player standing in the batter's box, tosses the ball and attempts to bat it. Give 5 consecutive trials. Score *one* point if the ball hits between home plate and the pitcher's box; *two* points if it hits between the pitcher's box and second base; and *three* points if it hits in the outfield.

BASEBALL SQUAD PRACTICE

Individual Technique:

A. Practice in fundamentals with emphasis on form:

1. Throws:
   Overarm, underarm, whip or side arm.
2. Catches:
   Two hands, one hand.
3. Batting:
   Bunts, grounders, flies, place hitting.
4. Base running and stealing:
   Hook or fall away slide; sliding into base feet first and twisting the body away from the ball.

B. Practice for greater speed and accuracy.

C. Combinations in Technique:

Examples: Batting and running to base.
Catch ball with two hands, swing arm as though tagging a base runner, return ball with overarm throw.

Types of Relays and Suggested Examples:

A. File formation:

1. Number 1 throws to number 2, who catches and returns the ball to number 1 and then steps to her left. Use any type of throw.
   Number 1 rolls or bounces the ball, number 2 runs

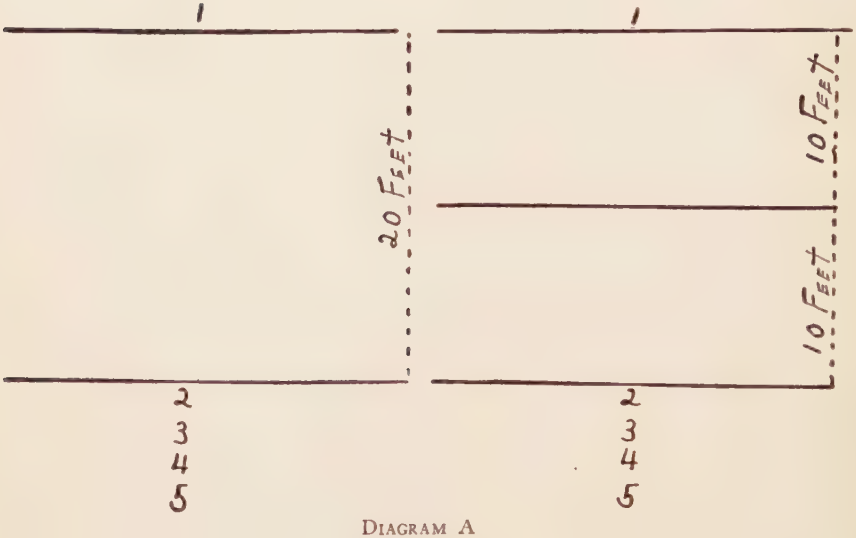


Diagram A

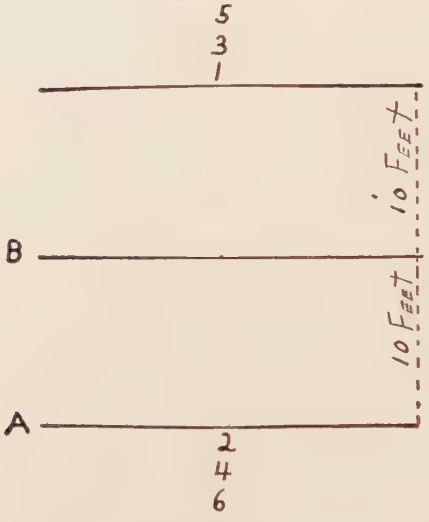


Diagram B

forward, recovers it before it crosses line B, throws to number 1, then goes to the end of the file.

B. Shuttle:

Number 1 rolls or bounces the ball, number 2 recovers it between lines A an B and throws to number 3. Number 1 and number 2 go to the end of opposite files.

C. Zigzag:

Count the number of times the ball travels back and forth in one minute. Specify the type of throw.

SUGGESTED BASEBALL GAMES IN PROGRESSION

1.	Keep Away	Played as Keep Away in Basketball
2.	Throw Baseball	Described
3.	Overtake Baseball	Described
4.	Combination of Throw and Overtake Baseball	Described
5.	Tennis Baseball	Described
6.	Long Base	La Salle
7.	One Base	Johnson
8.	Scrub or Progressive Baseball	La Salle
9.	Bunt Ball	Described
10.	One o' cat	Johnson
11.	Two o' cat	Johnson
12.	Fungo	Johnson
13.	Baseball	Baseball Guide

DESCRIPTION OF GAMES

Overtake

Number of Players: One squad.

Playing Space: Baseball diamond.

Equipment: 3 bases, one baseball.

Object of Game: To teach fast accurate throwing, catching and base running.

Method of Play: 5 players are in the field as pitcher, catcher, first, second and third basemen. The others are "at bat" waiting their turn to run. The object for the players in the field is to throw the ball from pitcher, to catcher, to first, to second, to third and home in the shortest space of time. The object

OVERTAKE

for the others is to run the bases, starting at home, in less time than the ball can be thrown. The ball and runner start at the same time, but at different places.

Score: The runner scores one point for each base she reaches ahead of the ball. As soon as the ball passes her and is caught by the baseman the runner is out. The baseman must have her foot in contact with the base when throwing. Each member of the team at bat is given a chance to run, the total score recorded and then they change places with the other team.

Throw Baseball

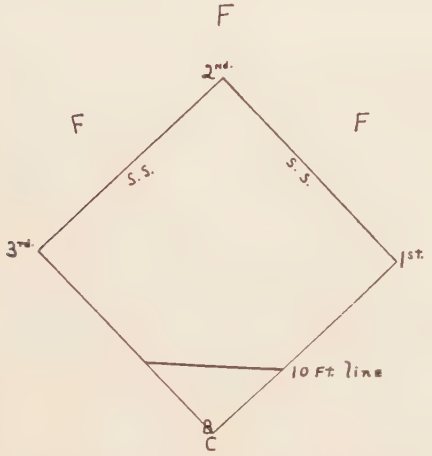
Number of Players: 2 squads.

Playing Space: Small Baseball field.

Equipment: Baseball.

Object of Game: To give practice in fielding and throwing.

Method of Play: 3 players are batters with the rest scattered in the field in baseball positions. Extra players are fielders. Play starts with a batter, standing at "home," bouncing or rolling the ball into the field and then running to first base.



A line is drawn 10 feet from "home" and the thrown ball must hit the floor in this section or the batter is out. Batters are put out as in baseball. As soon as a player is put out she becomes a fielder and all other players move up one position, with the catcher the new batter. A play is over when the catcher gives the ball to the next batter.

Playing Suggestions: Confusion in rotation is avoided if all the positions are numbered and the umpire waits until changes have taken place before permitting the next batter to throw the ball.

Combination of Throw and Overtake Baseball

Number of Players: 2 squads.

Playing Space: Baseball field.

Equipment: Bases and baseball.

Object of Game: To give practice in fielding, throwing and base running.

Method of Play: Divide the players into 3 squads of 5 each. One squad is at bat while the other squads are in the field. A batter standing at home plate, throws the ball and circles the bases as rapidly as possible. If the ball is fielded in the infield it must be thrown to home, first, second, third and home in an attempt to overtake the runner. The batter scores a point for every base she reaches ahead of the ball. The batter is out when the ball overtakes her and is caught by the baseman. If the ball is fielded in the outfield, it must be thrown to first,

Throw Baseball

second, third and home. The other conditions are the same. Basemen must be in contact with their bases when throwing the ball.

Score: Each player at bat is given a chance to run, her points being added for the squad score.

The squad at bat then goes to the outfield, the squad in the outfield moves to the infield while infield squad is at bat.

Variation of Above Game

Method of Play: Divide the group into 2 teams and play by innings, changing when 3 are out. Play as above but change the method of scoring. One point is scored when a player circles all the bases and reaches home ahead of the ball. The batter is out if a fly ball is caught.

Tennis Baseball

Number of Players: 2 squads.

Playing Space: Small diamond for 10, large diamond for 20.

Equipment: 3 bases, one tennis ball.

Object of Game: To teach fielding, throwing, base running and fundamental baseball rules.

Method of Play: The players in the field are placed as in regulation baseball. The pitcher throws the tennis ball so that it hits several feet in front of home plate and crosses the plate between the knees and shoulders of the batter. The batter attempts to hit a good ball with her hand and to reach first base or beyond before the ball can be fielded and thrown to the baseman. Baseball rules apply in all instances.

Playing Suggestions: Limit the number of batters to 3 and rotate players after each put out.

Bunt Ball

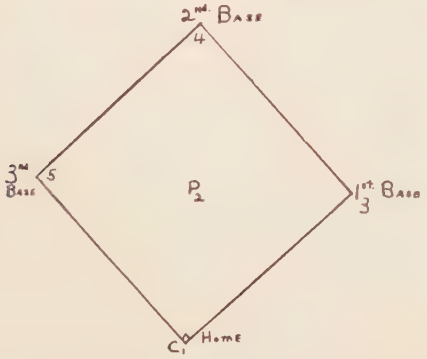
Number of Players: 8-10.

Playing Space: 15-foot diamond.

Equipment: Bat and baseball.

Object of Game: To give practice in bunting.

Method of Play: The players are numbered, catcher, 1, pitcher, 2, first base, 3, second base, 4, third base, 5. There are 3 batters. The pitcher throws from the line, using an underhand



toss, the batter bunts the ball so that it hits within the diamond, then tries to reach first base before the ball can be fielded to that base.

Outs: The batter is out:

1. If the ball is hit, not bunted.
2. If a fly is caught.
3. If she is forced out at base or touched with the ball when off base.
4. If the ball reaches first base before the runner.

Bunt Ball

Playing Suggestions: Having players rotate according to number avoids confusion. Coach players to place their bunts and to get a quick start towards first base.

Games to Teach Batting

Number of Players: 1 squad.

Playing Space: 20 by 15 feet.

Equipment: A bat and ball.

Object of Game: To give practice in batting and catching.

Method of Play: The players stand in a semi-circle about 20 feet from the batter. The ball is tossed to the batter who attempts to tap it back to any one of the players. The one catching it, may either toss it to the batter or pass it to another player.

Playing suggestions: Rotate players frequently so that all have batting practice. After some batting proficiency is attained, make the batter direct the ball back to the one who pitched it.

Variations of the Game

A. The players scatter over a larger playing space with a pitcher, batter and catcher in their definite positions. The pitcher throws easy ball to the batter. When the batted ball is fielded, it is thrown to the catcher who returns it to the pitcher.

B. Keep the same formation as in A, except for the elimination of the pitcher, and then give the batter practice in fungo batting (hitting the ball tossed by herself).

CHAPTER VIII

FIELD BALL AND SPEED BALL

There are not many games in popular use which are suitable for large numbers of players and the special need for mass games makes this an opportune time to discuss the list.

The American national game of baseball with specialized duties for each player is the most highly organized game known. As played by professionals, it often becomes merely a duel between expert pitchers, the absence of errors and safe hits reducing the interest and excitement for the spectators. The game might possibly be improved by rotating the players through all positions, as in "scrub" or "work up" baseball, and scoring a run for each base safely reached, as in playground baseball. These would be radical changes, however, for professionals to entertain.

Lacrosse, the Canadian national game, is a vigorous sport offering great opportunity for team work and individual dexterity. The liability to injury in the case of beginners, who lack accuracy in handling their sticks, prohibits a general use of this game, especially in preparatory schools.

Soccer, or Association Football, is a very popular mass game and possesses many desirable features. The prohibition of handling the ball, except in the case of the "throw in," makes it a game for the development of the lungs and legs especially, while the shoulder girdle and arms are neglected.

Rugby Football is undoubtedly the most vigorous game in popular use. The frequency of personal contact makes school authorities hesitate in using it among immature players and few would suggest its use by girls.

Basketball is regaining its early popularity as an indoor winter game since the publication of uniform rules for men. Now the rules for women are being revised annually by a special committee of the National Physical Education Association. These games, both the men's and the women's, are essentially indoor

activities for small numbers and do not fill the need for outdoor mass games.

The invention of an entirely new game is a practical impossibility since all our present games have points of similarity to the games of the ancients. Field Ball was compiled and first tried with men at Tufts College in 1916. It was later revised for use by women at Sargent School Camp.

In many ways it resembles basketball, since a player cannot run with the ball, but must throw it within three seconds. Fouls are similar to those in women's basketball. The football field with cross lines is used and the forward pass must go a minimum distance of fifteen feet to be caught by a partner. The out-of-bounds play is similar to that in soccer, and the soccer goal, with the striking semi-circle of hockey, is used.

The ancient game of Hurlball used a five-to-ten pound ball, with a strap handle which was thrown by sides upon a field of similar size. If caught, the player was allowed three running steps, but there was no interference or team work possible, the length of the throw being the object sought. Field Ball presents all the developmental advantages of Lacrosse and Hockey without their dangers or expensive equipment. It affords the running of football and the passing of basketball without the personal contact of these games. Finally, it excels Soccer because it brings into play the important shoulder girdle and arm muscles. For these reasons the author recommends the game to instructors for use with girls and boys in schools and colleges.

L. R. Burnett, M.D.

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Field Ball, a game based on Basketball, is a splendid addition to an outdoor athletic program. The rules are easily learned and the technique so simple as to afford real enjoyment in playing from the beginning. The development of better passing and team work keep the more experienced players interested.

It appeals especially to girls who enjoy an active game without the necessity of mastering difficult technique. In modified form it can be used in Junior High School work to teach correct handling of a ball as a preliminary to Basketball.

Speedball is a combination of Basketball and Soccer. The rapid action of the ball, the different methods of scoring and the variety of technical skills tend to make it a fascinating game.

The game is based on Basketball as long as the ball does not touch the ground; when this happens, the ball must be played without the use of hands, as in Soccer.

THE RULES FOR FIELD BALL

A Combination of Basketball, Hurlball, Soccer and Football, compiled by L. R. Burnett, M.D.

Field Markings. The game is best played on a level field 100 yds. x 60 yds., marked by lime lines or lawn mower on the boundaries, and every five yards across the narrow width.

Center. The center of the field shall be plainly marked.

Scoring Lines. The scoring lines shall be semi-circles in the court having a radius of 15 yards from the center of the goals. (A semi-circle of 10 yards' radius is more suitable for children.)

Goals. The goals shall be upright posts fixed on the end lines, equidistant from the center, 8 yards apart, with a bar across them 8 feet above the ground. The maximum width of the goal posts and depth of the cross-bar shall be 5 inches.

Ball for Women. The ball (for players under 15 years and women) shall be a Soccer ball tightly inflated, having a circumference of 27 to 28 inches, and a weight of 13 to 15 ounces.

Ball for Men. The ball (for men) shall be a Basketball cover stuffed with hair, weight not less than 4 pounds, having a circumference of 30 to 32 inches.

Teams. For match games a team shall consist of eleven players. For practice games any number of players equally divided may play.

Game. The time of the game shall consist of four quarters of ten minutes each, with five-minute rest periods.

Choice of Goal. The captain of the side winning the toss (of a coin) shall choose the end of field which he will defend the first twenty minutes of play and shall receive or send the first throw of the ball as he wishes.

Start of Game. The team which has the "Throw off" shall line up at or behind the halfway line and one of their number shall throw the ball from the center of the field at least 15 feet into the opponents' half of the field. The thrower may run up to the center line. None of his side shall cross the halfway line until the ball has crossed the line.

Possession of Ball. A player catching the ball or picking it up must throw it within 3 seconds. Two hands touching the ball are necessary to gain possession, but it may be thrown with one or both hands. A player may regain the ball after a bounce or a juggle (toss above the head).

Passing. The ball may not be handed to a partner, but must be thrown, and if the catcher is in front of, or nearer the goal, the ball must go at least 15 feet away from the thrower. The throw needs no minimum distance if the catcher is at one side or behind the thrower. A player must be standing on one or both feet, or jumping in the air, when throwing the ball.

Guarding. A player may not guard a thrower while nearer than 15 feet except when the thrower is inside the scoring semi-circle, when an opponent may stand closely and use arms in vertical plane, but may not reach over the ball or thrower, or around thrower's person with one or both hands. The ball may not be touched when held by another. In case it be caught by two opponents, each of whom places two hands upon it simultaneously, it shall be tossed between them by the referee. While jumping they must keep one hand behind the back, and in contact with it and neither may catch it until the ball has been in contact with the ground or a third player.

Scoring. A team scores 2 points when it causes the ball to go between the goal uprights and under the cross-bar by a throw from outside the scoring semi-circle. A team scores one point when a goal is thrown by a player who is within the semi-

circle. A defending team scores one point if an opponent throws the ball above the cross-bar, except when the ball has touched a defender in transit.

Ball Out of Bounds. The ball is out of bounds when it has completely crossed the end or side lines, either on the ground or in the air. The ball out of bounds belongs to the side which did not touch it last within the field. The thrower in must use an overhead two-hand toss as in Soccer Football.

Defenders' Ball Out. If the defenders are entitled to it beyond the end or goal line, the Running Guard shall take the ball and may throw it into the field from any part of the semi-circle space, with or without a run, or pass it to some one in the circle.

Attackers' Ball Out. When the attackers are entitled to the ball beyond the goal end line, one of them shall throw it in while standing at the corner junction of end and side lines. The defenders must remain in the semi-circle until the ball leaves the thrower's hands during a corner throw-in.

Penalties, Free Throw. A free throw for goal (guarded only by Guard and Fullbacks) shall be awarded the attackers when the opponents commit a foul within the semi-circle. This shall include the foul made by a Running Guard who steps out of the semi-circle while ball is in play. When the attackers commit a foul inside the semi-circle the ball shall be given to the Running Guard for a throw. The Running Guard is the only player who may run with the ball and then only within the semi-circle in front of Goal.

Given Ball. When a foul is committed at any place outside of semi-circle the ball shall be given to the nearest opponent on the spot.

Give Five Yards. When a player of the side having the throw off at the center, crosses the halfway line ahead of the ball, he is "off side" and the ball shall be called back for a second throw from a new line five yards back of the halfway line. The same penalty is incurred if the ball is thrown less than 15 feet *into the opponents' half of the field.* When either of the foregoing fouls is committed a second time the ball shall be given to the opponents for a throw-off at center.

Officials. The officials shall be a Referee, an Umpire, a Timer, a Scorer and four Linesmen. The referee shall have charge of the game and ball and shall call all fouls. He shall award penalties and announce the points as made and the final score.

The Umpire shall have special charge of the players other than the two nearest the ball, and shall call all fouls.

No official shall dispute the judgment of another, but shall advise and assist the other officials upon request.

The Timer shall use a stop-watch and may have an assistant.

The Scorer shall obtain the names and positions of players from the captains, and shall keep accurate written record of the score. He may have an assistant.

The Linesmen shall assist the Referee in "out of bounds" decisions, and upon his request may assist in watching the locations of players at the scoring semi-circle.

Players' Positions. There shall be a Center, a right and left Side-center, a right and left End, a Center Halfback, a right and left Halfback, a right and left Fullback, and a Running Guard. Players may go into any part of the field, except the Running Guard, who is restricted to his own space within the semi-circle.

Fouls. It is a foul to step with both feet while holding ball; that is, one foot must remain in place except when throwing while both feet are in the air during a jump.

It is a foul to hand the ball to another, kick it, or touch it when held by another.

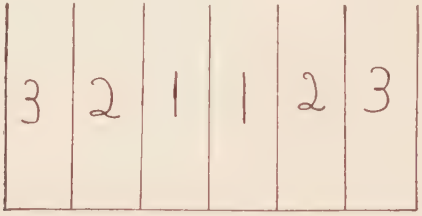
It is a foul to overguard the ball or holder, to push, strike or interfere with the progress of a player or otherwise use rough tactics in the judgment of an official.

It is a foul to juggle or bounce the ball twice in succession, or to combine a bounce with a juggle in the same play, to hold it longer than 3 seconds or to throw it while lying down.

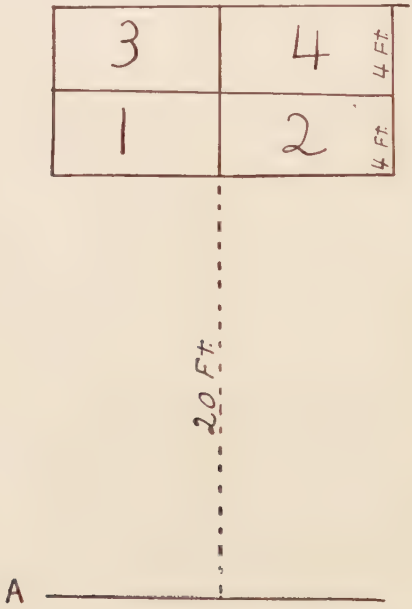
FIELD BALL TESTS

1. Throwing for Goal:

A. Outdoor Test: Divide the 18-foot goal into 6 sections as per diagram. The player standing 20 feet away is given 5 consecutive throws for the goal.



Five points are scored for throws landing in sections 1; *three* points in sections 2; and *one* point in sections 3.

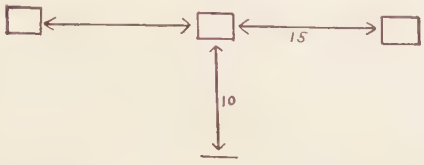


B. Indoor Test: Divide the 12-foot goal as per diagram. The player standing 20 feet away is given 4 consecutive throws, one for each section of the goal. The

ball may not touch the ground until it has crossed the goal line.

2. Passing from out of bounds:

Indoor Test: 3 two-foot square targets are drawn on a wall (see diagram), with a line 10 feet from the center target. The player standing on or behind the



line holds the ball above her head with both hands. 2 consecutive throws are made at each target.

The center target scores 1 point per throw; the side targets, 3 points.

3. Throw for distance and accuracy:

A. Outdoor Test: The player is given 3 throws from any point on the semi-circle and the longest throw which falls in a restricted zone is recorded. Repeat the test, adding a run before the throw.

B. Indoor Test: A line is drawn 35 feet from the regulation goal. The player is given 3 consecutive throws from any place on the line, scoring a point a goal, provided the ball does not hit the floor before crossing the goal line.

Refer to Basketball Tests.

SPEEDBALL SKILL TESTS

Lifting ball to self:

1. The player stands with the ball held tightly between both feet and within 3 seconds must lift the ball, by jumping, so that she is able to catch it. Give 3 trials for maximum score of 3 points.
2. The player stands with one foot on the ball and within 3 seconds must lift the ball by drawing her foot backwards and under the ball so that she is able to catch it. Score

as above. The same type of movement is used in picking up a tennis ball with a racquet.

Drop Kick:

Jump standards are placed 18 feet apart with a cross bar 8 feet from the ground. The player standing behind a line 18 feet from the standards attempts to drop kick 5 consecutive balls over the cross bar. Maximum score, 5 points.

Refer to Soccer and Basketball Tests.

LIFTING BALL TO SELF
No. 1

LIFTING BALL TO SELF
No. 2

SPEEDBALL SQUAD PRACTICE

Individual Technique:

A. Practice in fundamentals with emphasis on form:

1. Kicks—See Soccer Squad Practice.
   Drop kick, loft kick.
2. Throws—See Basketball Squad Practice.
   Bounce may not be used.
3. Tactics.
   Penalty kick, touchback, safety, tie ball.

B. Practice for greater speed and accuracy.

C. Combinations in technique:

Examples: 1. Lift ball to self, pass, drop kick.

2. Catch a punt, overhead dribble and pass.

Types of Relays and Suggested Examples:

See relays under Soccer and Basketball.

A. Partner: No. 1 and No. 2 start on line A, No. 2 takes overhead dribble (similar to Basketball juggle) to the right, then throws to No. 1, who has advanced to catch the ball beyond line B, 20 feet away.

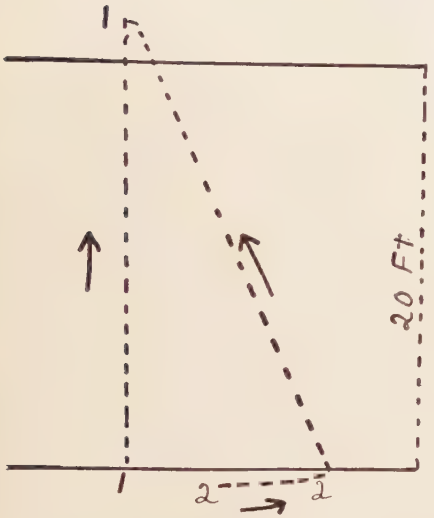


Diagram A

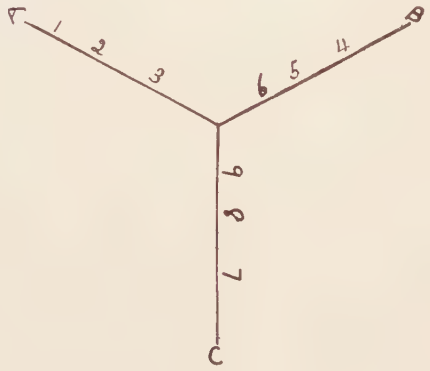


Diagram C

B. Zigzag: No. 1 bounce passes the ball to No. 2, who lifts ball to self, then bounce passes it to No. 3, and so on.

C. Combination Technique Circle Relay:

File A. Place Kicks.

File B. Drop Kicks.

File C. Punts.

No. 1 place kicks to No. 4, then goes to the end of File B.

No. 4 lifts ball to self, drop kicks to No. 7, then goes to the end of File C.

No. 7 catches the ball, punts to No. 2, then goes to the end of File A.

Continue until all are back in their original places.

For Field Ball Squad Practice follow Suggestions under Basketball Squad Practice.

SUGGESTED FIELD BALL AND SPEEDBALL GAMES IN PROGRESSION

Field Ball.

1. Refer to Basketball Games which emphasize passing.
2. Field Ball Defense Game ..... Described
3. Modified Field Ball ..... Described
4. Field Ball ..... La Salle
5. Field Ball ..... Burnett

Speedball.

1. Refer to Basketball and Soccer Games.
2. Speedball Technique Game ..... Described
3. Speedball Reaction Game ..... Described
4. Forward Pass Speedball ..... Described
5. Speedball ..... E. Mitchell

DESCRIPTION OF GAMES

Field Ball Defense Game

Number of Players: 2-3 squads.

Playing Space: 20 by 30 feet.

Equipment: 2 Jump Standards, one cross bar, and one basketball.

Object of Game: To give goalers and full backs practice in defending a goal.

Method of Play: The jump standards are placed 4 yards apart with the cross bar 8 feet from the ground. A semi-circle is drawn 15 feet from the goal on either side. (See diagram.)

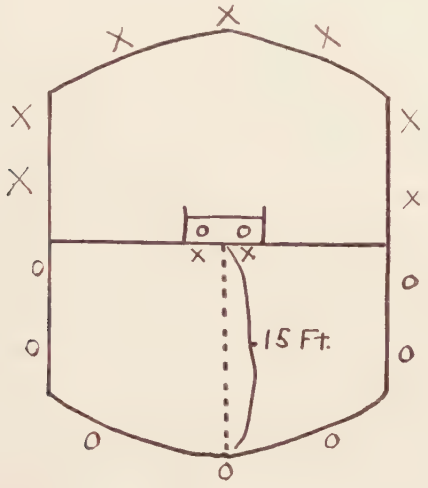
A goaler and full back from each team defend the goal on opposite sides from their team. Their object is to block, bat or catch the ball to prevent a goal being scored. They may toss the ball over the cross bar to a team mate. The attackers (players outside the semi-circle) are not restricted in type of passing, provided they are behind the line when throwing for goal.

Score: Every time the ball, thrown by an attacker who is behind her line, crosses the goal line, between the posts and under the cross bar, a goal is made. Each goal counts *one* point.

Playing Suggestions: The defense players should face the ball when their attackers are playing it, to avoid being hit.

After 5 goals have been scored, change defense players and at the same time have the attackers rotate, for practice in scoring from different angles.

If defense is too strong for the attack, play for definite time and then make the change.



Unmodified Field Ball

Field Ball in unmodified form is played with eleven players on each team in formation similar to Soccer. One team has possession of the ball at the beginning of the game and starts the game by throwing the ball at least 15 feet into opponent's territory; from then on each team attempts to advance the ball towards their opponent's goal. A score of 2 points is made if the ball, thrown from outside the semi-circle, goes between the goal posts and under the cross bar; 1 point is scored if the throw is made from within the semi-circle.

Modified Field Ball

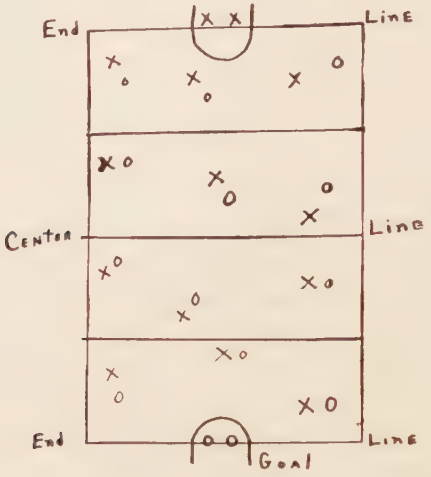
Number of Players: 18-40.

Playing Space: 3-section Basketball court. See diagram. The semi-circles have a radius of 15 feet drawn from the center of the end lines. The goals are jump standards, 15 feet

apart, with a cross bar 7 feet from the ground. If possible, the goals are to be placed 4 feet behind the end line. Goals may be marked on a wall with chalk, in place of jump standards.

Equipment: A Basketball, 4 jump standards and 2 cross bars.

Object of Game: To teach the type of passing and method of scoring used in Field Ball.



Method of Play: The teams are divided into forwards, centers and guards, with fewer players in the center territory. There are two goalers for each team. The game starts with a toss in center similar to a "held ball" in Field Ball and Basketball. The ball must be thrown and if the catcher is nearer her goal, the ball must have traveled at least 6 feet. There are no restrictions in distance on lateral or backward passes. Apply Basketball guarding rules when players are in semi-circle areas; otherwise, play the ball and allow no close guarding. A ball caught simultaneously by two opponents is tossed between them.

When the ball goes out over the side lines, it is thrown in by a player of the side opposite to the side last touching it. The ball is held in both hands and thrown as in a Soccer out-of-bounds play.

When an *attacker* sends the ball over the end line, not be-

tween the goal posts, one of the goalers throws from the end line or runs to the edge of the semi-circle before passing the ball.

When a *defender* sends the ball over the end line, not between the goal posts, an attacker puts the ball in play at the corner. No defender may be within 6 feet of the attacker taking the corner until the ball leaves her hands.

Score: A goal scored from without the semi-circle, counts 2 points

FIELD BALL DEFENSE GAME

and from within the circle, 1 point. In each case the ball must pass under the cross bar. After a score, play is restarted with a toss in center.

Fouls: Technical and personal fouls and violations are defined as in Basketball.

Penalties: For violations or fouls committed outside the semi-circles, and by *attackers* within the semi-circles, the ball shall be given to the opposite team for an unguarded throw. For violations or fouls by *defenders* within the semi-circles, the attackers are given a free throw for the goal from the spot where the foul was committed. Only the goalers may defend.

Speedball Technique Game

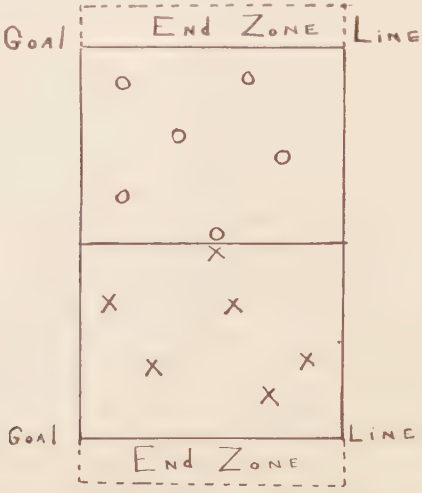
Number of Players: 2 squads.

Playing Space: 20 by 40 feet.

Equipment: 1 Soccer ball.

Object of Game: To give practice in playing technique of Speedball.

Method of Play: Play starts with a "Tie Ball," *i. e.*, the ball is placed on the center line between two opponents who face in scoring direction with the outside of the left foot against the ball. At the whistle, the ball is played with the feet. As soon as the ball is in play, each team attempts to score by



kicking or throwing the ball over the opponent's goal line. Speedball rules determine the method of playing the ball. After each score, rotate the players in center.

Out of Bounds: The ball is put in play by a throw on the spot where it crossed the line. This rule applies to the goal line if no score is made.

Score: A team scores one point:

1. Whenever the ball kicked by an attacker crosses the opponent's goal line, less than 7 feet from the ground, regardless of whether or not it is touched by a defense player.
2. Whenever the ball thrown by an attacker travels through the air and hits the ground in the end zone. *No score* is made if a player catches the ball.

3. Whenever a foul is made.

Fouls: It is a foul to use hands on a ground ball or feet on a fly ball.

Speedball Reaction Game

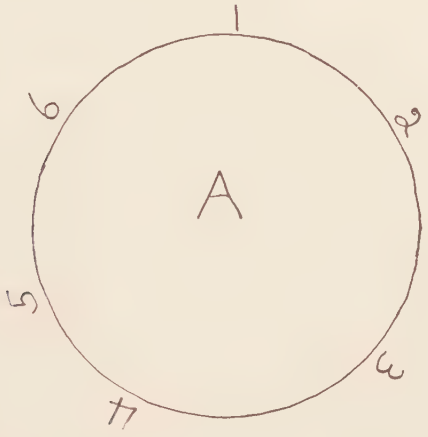
Number of Players: 1 squad.

Playing Space: 20-foot circle.

Equipment: 1 Soccer ball.

Object of Game: To give practice in quick reaction to Speedball playing situations.

Method of Play: The leader A, sends the ball to a player and at the same time calls for a definite type of play. For example, she bounces the ball and calls for a pass. The player must



lift the ball to herself before she can legally pass it. If she fails to do so she loses a point. Another example is rolling the ball and calling for a place kick. The player must trap it before kicking.

Score: Keep individual scores; a player wins or loses a point for each successful or unsuccessful play.

Playing Suggestions: The game loses its point if players are slow in carrying out the required piece of technique.

Forward Pass Speedball

Number of Players: 2-4 squads.

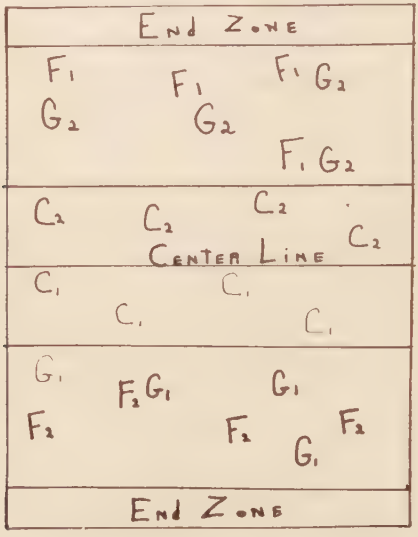
Playing Space: 3-section Basketball court.

Equipment: Soccer ball.

Object of Game: To teach the skill of lifting a ball to one's self or lofting it to another player.

In the game Speedball, a forward pass thrown from the playing field and caught in the end zone, is one of the scoring methods used.

Method of Play: Divide the group into two teams, placing one-third of each team in each section of the court. Toss to determine which team has the kick-off. At the start of the game, the ball is placed on the ground, two feet behind the



center line. The teams are lined up as shown in the diagram. The ball must be lofted so that it clears the center line, and once in play, each team attempts to score on a play similar to the Forward Pass score in Speedball. In this game the ball must be thrown from the center section and caught by a team mate in the end zone section. Passes must be made through the air. If the ball touches the ground, it must either be lifted to one's self without the use of hands or lofted

by a loft kick pass to some other player. Basketball guarding rules are enforced when a player has the ball in her hands. No attempt may be made to tackle or interfere with the ball when a player is playing it from the floor.

Score: One point for every completed forward pass.

Resumption of play after Score: The side scored on has the kick-off.

Out of Bounds Playing Rules:

1. Side lines: Ball is thrown in as in Soccer. *No score.*

Speed Ball Tie Ball

Speed Ball Left Pass

2. Goal lines: Ball is given to opponent on the goal line. Any type of throwing is allowed.

In-Bounds Playing Rules:

1. Basketball rules must be enforced when the ball is played with the hands.
2. The ball must be lofted or lifted within 3 seconds.
3. A violation is called if the ball is not lofted on a kick pass.

Penalties:

1. For fouls involving personal contact, the ball is given to an opponent for an unguarded throw at the spot where the

foul was committed. A score may not be made on this play.

2. For fouls or violations involving technicalities such as:
   a. the use of hands on a ground ball,
   b. a kick pass which is not lofted,
   c. not playing the ball within 3 seconds,

   the ball is given to an opponent for a loft pass at the spot where the foul or violation was commited. Opponents must be at least 6 feet away.

Playing Suggestions: Emphasis must be placed on the correct technique of lofting a ball. Accuracy, not force, is the keynote.

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